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ABSTRACT

This guide is intended to assist teachers in Alberta, Canada, implement the prescribed outcomes found in the "Program of Studies for Physical Education, Kindergarten To Grade 12." It is also designed to help students have the opportunities to develop the knowledge, skills, and attitudes necessary to lead an active, healthy life. Four sections present "Program of Studies"; "Planning for Quality Learning Experiences" (meeting student needs, equity and diversity, adapting instruction for students with special needs, instructional strategies, classroom management, creating a safe learning environment, intramural and interschool activities, and program planning); "Assessment, Evaluation and Communication of Student Learning" (including guiding principles); and "Grade-Specific Implementation Assistance." Five appendixes present: program planning templates and examples; sample assessment, evaluation, and communication strategies; resources to support implementation; equipment lists; and icons. A glossary of terms is included. (SM)

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Guide to Implementation

ED 452 199

Kindergarten to Grade 12

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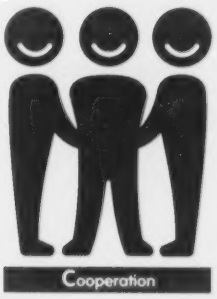

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Several web sites are listed in this document. These sites are listed as a service only to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these sites rests with the user.

The primary intended audience for this document is:

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Parents	
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PREFACE

The *Physical Education Guide to Implementation, Kindergarten to Grade 12* is intended to assist teachers with implementation of the prescribed outcomes in the *Program of Studies for Physical Education, Kindergarten to Grade 12*, (2000), so that Alberta students have the opportunities to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. The guide was developed with the advice and assistance of numerous Alberta educators, and these contributions are greatly appreciated. The K–12 program of studies (2000) replaces the Elementary Physical Education (1984), the Junior High Physical Education (1988) and the Physical Education 10–20–30 (1988) programs of study.

This guide to implementation is available for viewing and downloading through the Alberta Learning web site at <http://www.learning.gov.ab.ca>. Print copies are also available for purchase from the Learning Resources Distributing Centre (LRDC); they are available in unbound form and three-hole punched, a format that allows for the addition of references, forms and notes. It also facilitaes updating the materials as necessary. The LRDC web site is at <http://www.lrdc.edc.gov.ab.ca>.

Materials that closely align with this guide to implementation and that will offer additional support for implementation, include:

- Alberta Learning Physical Education Online web site at <http://ednet.edc.gov.ab.ca/physicaleducationonline/>
- *Safety Guidelines for Physical Activity in Alberta Schools*—available for purchase from the LRDC.

> **Note:** This guide to implementation is a support document. The advice and direction offered is suggestive except where it duplicates or paraphrases the contents of the program of studies. In these instances, the content is printed in the same distinctive manner as this notice so that the reader may readily identify all prescriptive statements or segments in this document.

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A. PROGRAM RATIONALE AND PHILOSOPHY

The aim of the Kindergarten to Grade 12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

Alberta's vision for education focuses on children and their ability to achieve their individual potential, creating a positive future for themselves, as well as enhancing their quality of life. The Kindergarten to Grade 12 physical education program contributes to the development of life skills for the personal management of health, for the use of physical activity as a strategy for managing life challenges, and for a setting within which to practise the ability to work with others. The program provides an equitable opportunity for all students to realize the benefits of participation in physical activity.

Education is a shared responsibility involving students, parents, teachers, the school and the community. Within each day, whether at home, school, or in the community, there is structured and unstructured time available for meeting the aim of the physical education program that contributes to student well-being. As the benefits of physical activity increase proportionally as a result of the time and intensity provided, consideration should be given to maximizing the amount of time available within the school context. An approach that is sensitive to developmental and culturally appropriate practice, and that emphasizes enjoyable participation, is most likely to foster a desire in students to participate in lifelong physical activity.

Physical activity is vital to all aspects of normal growth and development, and the benefits are widely recognized. Students do not develop automatically the requisite knowledge, skills and attitudes that lead to active, healthy lifestyles. Such learning should begin in childhood. Schools and teachers can be prime facilitators in providing opportunities for the development of the desire for lifelong participation in physical activity.

Active Living

The physical education program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life.

Active living through physical education:

- creates a desire to participate
- focuses on lifetime activities promoting health-related fitness for life
- is about physical activity; and the nature, form, frequency and intensity of the activity are relative to each person's ability, needs, aspirations and environment
- places physical activity within a broader perspective of total fitness and well-being that encompasses the entire experience of movement—physical, mental, emotional and social dimensions
- is enhanced through opportunities to participate in such activities as intramural and interschool athletics and community-based sport and recreation activities
- is centred around learner needs; inclusive, individual and varied
- is supported when opportunities for making choices are provided
- is supportive of the relevance of physical activity within the community.

Benefits of Physical Education and Activity

Strong evidence exists that physical activity contributes to the overall well-being of individuals. People of all ages can substantially improve their health and quality of life by including a moderate amount of physical activity into their daily routines. Participation in physical activity contributes to physical, mental and social

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well-being providing benefits to the individual and the community. Below are some reasons why students need physical education on a regular basis.

- Health
  Participation in physical activity can improve fitness—muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance—and reduce the risk factors related to heart disease, including obesity and high blood pressure. Regular physical activity increases bone density to create a stronger skeleton. It can be an outlet for releasing tensions and anxieties in the promotion of mental health.

- Active Lifestyle
  Physical activity, over time, is beneficial to personal well-being. Physical education promotes personal responsibility for health and fitness and for students to develop a desire to participate for life.

- Skill Development
  Physical education develops physical skills that allow for enjoyable and successful participation in movement activities. Students perceived competence is a key determinant for future involvement in physical activity.

- Positive Interactions
  Interaction with others is an important aspect of most physical activities. Physical education provides a natural learning environment in which to develop cooperation and fair play skills. For example, students have opportunities to assume leadership, develop teamwork skills, officiate and take responsibility for their actions while playing.

- Self-confidence and Self-esteem
  Physical activity can instill a strong sense of self-worth in students. They can become more confident, assertive and independent.

- Goal Setting
  Physical education provides opportunities for students to practise goal setting as they participate.

- Economic
  Physical activity can improve health, which reduces the cost of health care for individuals and the community.

- Academic Achievement
  Time allocation for physical education programs does not limit academic achievement; in fact, it can contribute to increased achievement levels; i.e., active bodies/active minds.

Student Learning and Achievement

Students will meet the aim of the physical education program, to lead an active, healthy lifestyle, if they have developed a desire to participate regularly in physical activity. The aim can only be achieved by addressing the prescribed outcomes within an environment wherein students are emotionally and physically safe, the climate is positive, and a variety of developmentally appropriate skill-building experiences are provided.

Curriculum experiences provide students with opportunities to develop the habit of being active daily, the skills to enjoy successful participation, and to realize the benefits resulting from activity. This is the focus of an "active living" approach.

There are many factors to be considered in providing a context wherein students can achieve. Planning will help to determine ways in which to provide a program that addresses the outcomes and meets the diverse needs of learners. Some of the factors to consider when planning include:

- activity that is relevant, meaningful and enjoyable
- student equity and diversity
- alignment of learning outcomes, instructional and assessment practices
- practices that apply the principles of learning
- experiences from all movement dimensions
- opportunities to practise and demonstrate growth and achievement
- elements of risk and challenge provided in a safe environment

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- consideration of, and for, past related experiences
- time allocation
- teacher willingness and expertise
- diversity of instructional strategies
- focus on outcomes rather than dimensions
- facilities and equipment resources
- use of community resources
- use of technology
- assessment, evaluation and communication of student learning
- transference to lifelong participation in physical activity.

Exemptions

To meet the aim of the program it is recommended that a variety of movement experiences be provided in all the dimensions. In the following specified circumstances; however, exemptions may be warranted from one or more dimensions and/or a physical education course.

Category	Conditions for Exemption	Procedures	Other Experiences
INDIVIDUAL	Religious beliefs	• Statement in writing from parent to principal.	• When exemption is granted, other activities consistent with the aim and outcomes of the program should be substituted, where appropriate.
INDIVIDUAL	Medical	• Certification to principal by medical practitioner with statement of activities in which the student is not able to participate.	
CLASS, GRADE OR SCHOOL	Access to facilities	• Initiated by school authority or parent. • Approved by school authority.	

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B. GENERAL AND SPECIFIC OUTCOMES

The four **general outcomes** upon which the Kindergarten to Grade 12 physical education program is based state that *students will*:

Activity

- acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits

Benefits Health

- understand, experience and appreciate the health benefits that result from physical activity

Cooperation

- interact positively with others

Do it Daily ... for Life!

- assume responsibility to lead an active way of life.

The general outcomes are interrelated and interdependent. Each is to be achieved through a variety of physical activities. Students must have the opportunity for participation in each of the following dimensions:

- dance
- games
- types of gymnastics
- individual activities
- activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Each general outcome includes **specific outcomes**, by grade, and at the senior high school level by course name. Students are expected to demonstrate these outcomes, to the best of their ability, by the end of each grade/course.

Program planning requires consideration of student age, grade level, individual abilities and developmental readiness. Assessment, evaluation and communication of student achievement requires consideration of such factors as practice time, individual growth and development, and overall improvement.

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John D. Bracco School	Edmonton School District No. 7
Lynnwood School	Edmonton School District No. 7
Norwood School	Edmonton School District No. 7
Overlanders School	Edmonton School District No. 7
Parkview School	Edmonton School District No. 7
Queen Elizabeth School	Edmonton School District No. 7
Rio Terrace Elementary School	Edmonton School District No. 7
W. P. Wagner School	Edmonton School District No. 7
James Mowat School	Elk Island Catholic Separate Regional Division No. 41
Win Ferguson Community School	Elk Island Catholic Separate Regional Division No. 41
Clover Bar Junior High School	Elk Island Public Schools Regional Division No. 14
F. R. Haythorne School	Elk Island Public Schools Regional Division No. 14
Salisbury Composite High School	Elk Island Public Schools Regional Division No. 14
Right Honorable Joe Clark School	Foothills School Division No. 38

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Okotoks Junior High School	Foothills School Division No. 38
Fort McMurray Composite High School	Fort McMurray School District No. 2833
Ecole Dickinsfield School	Fort McMurray School District No. 2833
Thickwood Heights School	Fort McMurray School District No. 2833
Westview School	Fort McMurray School District No. 2833
Sister Mary Phillips Elementary School	Fort McMurray Roman Catholic Separate School District No. 32
Dr. Elliott Community School	Golden Hills Regional Division No. 15
Wheatland Junior High School	Golden Hills Regional Division No. 15
Holy Cross Catholic School	Grande Prairie Roman Catholic Separate School District No. 28
Kateri Mission Catholic School	Grande Prairie Roman Catholic Separate School District No. 28
Montrose Junior High School	Grande Prairie School District No. 2357
Ecole Mountain View School	Grande Yellowhead Regional Division No. 35
Niton Central School	Grande Yellowhead Regional Division No. 35
Jasper Elementary School	Grande Yellowhead Regional Division No. 35
Glenmary School	Holy Family Catholic Regional Division No. 37
Holy Family School	Holy Family Catholic Regional Division No. 37
Rosary Roman Catholic Separate School	Holy Family Catholic Regional Division No. 37
St. Stephens Catholic School	Holy Family Catholic Regional Division No. 37
Assumption Junior Senior High School	Lakeland Roman Catholic Separate School District No. 150
Galbraith School	Lethbridge School District No. 51
Hamilton Junior High School	Lethbridge School District No. 51
Matthew Halton Community School	Livingstone Range School Division No. 68
Alexandra Junior High School	Medicine Hat School District No. 76
Crescent Heights High School	Medicine Hat School District No. 76
Crestwood School	Medicine Hat School District No. 76
Medicine Hat High School	Medicine Hat School District No. 76
Hilltop High School	Northern Gateway Regional Division No. 10
Percy Baxter School	Northern Gateway Regional Division No. 10
Bonnyville Centralized High School	Northern Lights School Division No. 69
Cold Lake Elementary School	Northern Lights School Division No. 69

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Dr. Swift Middle School	Northern Lights School Division No. 69
Vera M. Welsh Elementary School	Northern Lights School Division No. 69
County Central High School	Palliser Regional Division No. 26
Jennie Emery Elementary School	Palliser Regional Division No. 26
Noble Central School	Palliser Regional Division No. 26
Grace Shepherd Elementary School	Peace River School Division No. 10
McGrath Elementary School	Peace River School Division No. 10
Peace River High School	Peace River School Division No. 10
Valhalla School	Peace Wapiti Regional Division No. 33
Savanna School	Peace Wapiti Regional Division No. 33
Dapp School	Pembina Hills Regional Division No. 7
Ecole Camille J. Lerouge School	Red Deer Catholic Regional Division No. 39
St. Teresa of Avila School	Red Deer Catholic Regional Division No. 39
Annie L. Gaetz School	Red Deer School District No. 104
Central Middle School	Red Deer School District No. 104
Eastview Middle School	Red Deer School District No. 104
Fairview School	Red Deer School District No. 104
G. H. Dawe Community School	Red Deer School District No. 104
Glendale Middle School	Red Deer School District No. 104
Grandview School	Red Deer School District No. 104
Hunting Hills High School	Red Deer School District No. 104
Joseph Welsh School	Red Deer School District No. 104
Lindsay Thurber Composite High School	Red Deer School District No. 104
Mountview School	Red Deer School District No. 104
Normandeau School	Red Deer School District No. 104
Oriole Park School	Red Deer School District No. 104
Pines Community School	Red Deer School District No. 104
West Park Elementary School	Red Deer School District No. 104
Westpark Middle School	Red Deer School District No. 104
Chestermere Middle School	Rocky View School Division No. 41
Crossfield Elementary School	Rocky View School Division No. 41
Elizabeth Barrett Elementary School	Rocky View School Division No. 41
Chief Old Sun Elementary School	Siksika Board of Education
Keenooshayo Elementary School	St. Albert Protestant Separate School District No. 6
Lorne Akins Junior High School	St. Albert Protestant Separate School District No. 6
Sir Alexander Mackenzie School	St. Albert Protestant Separate School District No. 6
Sir George Simpson Junior High	St. Albert Protestant Separate School District No. 6

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Bellerose Composite High School	St. Albert Protestant Separate School District No. 6
Breton Elementary School	Wild Rose School Division No. 66
Frank Maddock High School	Wild Rose School Division No. 66
Rocky Elementary	Wild Rose School Division No. 66
James S. McCormick School	Wolf Creek School Division No. 72
Lacombe Upper Elementary School	Wolf Creek School Division No. 72
Rimbey Elementary School	Wolf Creek School Division No. 72

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GENERAL OUTCOMES

The aim of the Kindergarten to Grade 12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

General Outcome A

***Students will* acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.**

- Basic Skills; Locomotor; Nonlocomotor; Manipulative
- Application of Basic Skills in an Alternative Environment; i.e., Aquatics and Outdoor Pursuits; Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.

General Outcome B

***Students will* understand, experience and appreciate the health benefits that result from physical activity.**

- Functional Fitness
- Body Image
- Well-being

General Outcome C

***Students will* interact positively with others.**

- Communication
- Fair Play
- Leadership
- Teamwork

General Outcome D

***Students will* assume responsibility to lead an active way of life.**

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

SPECIFIC OUTCOMES

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Kindergarten [AK–]	Grade 1 [A1–]	Grade 2 [A2–]	Grade 3 [A3–]
Students will:			
Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water			
AK–1 experience and develop locomotor skills through a variety of activities	A1–1 perform locomotor skills through a variety of activities	A2–1 select and perform locomotor skills involved in a variety of activities	A3–1 respond to a variety of stimuli to create locomotor sequences
AK–2 N/A	A1–2 N/A	A2–2 N/A	A3–2 N/A
Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging			
AK–3 experience and develop nonlocomotor skills through a variety of activities	A1–3 perform nonlocomotor skills through a variety of activities	A2–3 select and perform nonlocomotor skills involved in a variety of activities	A3–3 respond to a variety of stimuli to create nonlocomotor sequences
AK–4 N/A	A1–4 N/A	A2–4 N/A	A3–4 N/A
Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking			
AK–5 experience and develop ways to receive, retain and send an object, using a variety of body parts and implements and through a variety of activities	A1–5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others	A2–5 select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others	A3–5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and, perform manipulative skills individually and with others while using a variety of pathways
AK–6 N/A	A1–6 N/A	A2–6 N/A	A3–6 N/A

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Grade 4 [A4–]	Grade 5 [A5–]	Grade 6 [A6–]

Students will:

Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water

A4–1 select, perform and refine simple locomotor sequences	A5–1 select, perform and refine more challenging locomotor sequences	A6–1 select, perform and refine challenging locomotor sequences
A4–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance	A5–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance	A6–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships, alone and with others, to improve personal performance

Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging

A4–3 select, perform and refine simple nonlocomotor sequences	A5–3 select, perform and refine more challenging nonlocomotor sequences	A6–3 select, perform and refine challenging nonlocomotor sequences
A4–4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance	A5–4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance	A6–4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance

Basic Skills—Manipulative: receiving; e.g., catching, collecting: retaining; e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking

A4–5 select, perform and refine ways to receive, retain and send an object with control	A5–5 select, perform and refine more challenging ways to receive, retain and send an object with control	A6–5 demonstrate ways to receive, retain and send an object with increasing accuracy
A4–6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship	A5–6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship	A6–6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Grade 7 [A7–]	Grade 8 [A8–]	Grade 9 [A9–]

Students will:

Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water

A7–1 demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance	A8–1 select, combine and perform specific locomotor skills in a variety of activities to improve personal performance	A9–1 apply and refine locomotor skills and concepts to a variety of activities with increased control to improve personal performance
A7–2 demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance	A8–2 select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance	A9–2 apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance

Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging

A7–3 demonstrate ways to improve and refine the functional and expressive quality of nonlocomotor skills to improve personal performance	A8–3 select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance	A9–3 apply and refine nonlocomotor skills and concepts to a variety of activities with increased control to improve personal performance
A7–4 demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance	A8–4 select, combine and perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance	A9–4 apply and refine nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance

Basic Skills—Manipulative: receiving; e.g., catching, collecting: retaining; e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking

A7–5 demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity	A8–5 demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity	A9–5 apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity
A7–6 demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance	A8–6 select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance	A9–6 apply and refine manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Physical Education 10 [A10–]	Physical Education 20 [A20–]	Physical Education 30 [A30–]

Students will:

Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water

A10–1	apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	A20–1	analyze, evaluate and modify performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	A30–1	analyze, evaluate and adapt performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
A10–2	N/A	A20–2	N/A	A30–2	N/A

Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging

A10–3	apply and refine nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	A20–3	analyze, evaluate and modify performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	A30–3	analyze, evaluate and adapt performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
A10–4	N/A	A20–4	N/A	A30–4	N/A

Basic Skills—Manipulative: receiving; e.g., catching, collecting: retaining; e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking

A10–5	apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	A20–5	analyze, evaluate and modify performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	A30–5	analyze, evaluate and adapt performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
A10–6	N/A	A20–6	N/A	A30–6	N/A

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Kindergarten [AK–]	Grade 1 [A1–]	Grade 2 [A2–]	Grade 3 [A3–]
Students will:			
Application of Basic Skills in an Alternative Environment			
AK–7 experience the basic skills in a variety of environments; e.g., playground	A1–7 demonstrate the basic skills in a variety of environments; e.g., tarmac activities	A2–7 select and perform basic skills in a variety of environments and using various equipment; e.g., obstacle course	A3–7 select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing
Application of Basic Skills in Dance			
AK–8 experience movement to respond to a variety of stimuli; e.g., music	A1–8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music	A2–8 demonstrate basic dance steps and movement; e.g., creative, folk, line, sequence and novelty, alone and with others, by using elements of effort, space and relationship	A3–8 select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others
AK–9 experience body awareness when performing dance activities	A1–9 demonstrate body awareness when performing dance activities	A2–9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others	A3–9 select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others
Application of Basic Skills in Games			
AK–10 demonstrate body and space awareness when performing space awareness games	A1–10 demonstrate body and space awareness when performing space awareness games	A2–10 create and play body and space awareness games	A3–10 perform and play lead-up games and demonstrate elements of space awareness, effort and relationship
AK–11 demonstrate an understanding of basic rules and fair play	A1–11 demonstrate an understanding of basic rules and fair play for simple games	A2–11 apply basic rules and fair play while playing and learning the strategies of lead-up games	A3–11 demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead-up games

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Grade 4 [A4–]	Grade 5 [A5–]	Grade 6 [A6–]
Students will:		
Application of Basic Skills in an Alternative Environment		
A4–7 select, perform and refine basic skills in a variety of environments and using various equipment; e.g., water safety, skating, swimming	A5–7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., cross-country skiing, orienteering	A6–7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking
Application of Basic Skills in Dance		
A4–8 select, perform and refine basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others	A5–8 demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others	A6–8 demonstrate and refine a variety of dances; e.g., creative, folk, line, square and novelty, alone and with others
A4–9 demonstrate a creative process to develop dance sequences alone and with others	A5–9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli	A6–9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli
Application of Basic Skills in Games		
A4–10 demonstrate critical thinking and problem-solving skills to modify games and achieve activity outcomes	A5–10 apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone	A6–10 demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone
A4–11 demonstrate strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games	A5–11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games	A6–11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Grade 7 [A7–]	Grade 8 [A8–]	Grade 9 [A9–]

Students will:

Application of Basic Skills in an Alternative Environment

A7–7 demonstrate activity-specific skills in a variety of environments and using various equipment; e.g., orienteering	A8–7 apply activity-specific skills in a variety of environments and using various equipment; e.g., cross-country skiing, skating	A9–7 apply and refine activity-specific skills in a variety of environments; e.g., hiking, wall climbing

Application of Basic Skills in Dance

A7–8 refine and present a variety of dance sequences; e.g., folk, square, social and novelty, alone and with others	A8–8 select, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others	A9–8 create, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others
A7–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns	A8–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns	A9–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns

Application of Basic Skills in Games

A7–10 demonstrate activity-specific basic skills in a variety of games	A8–10 select, combine and perform activity-specific basic skills in a variety of games	A9–10 apply and refine activity-specific basic skills in a variety of games
A7–11 demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity	A8–11 be able to identify and evaluate specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal	A9–11 create and plan activities that emphasize specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Physical Education 10 [A10–]	Physical Education 20 [A20–]	Physical Education 30 [A30–]
Students will:		
Application of Basic Skills in an Alternative Environment		
A10–7 adapt and improve activity-specific skills in a variety of environments; e.g., camping, canoeing, survival skills	A20–7 develop and combine more challenging activity-specific skills in a variety of environments; e.g., snorkelling progressing to scuba diving	A30–7 recommend and relate a choice of activity-specific skills in an alternative environment to meet activity goal; e.g., river canoeing versus flat water canoeing
Application of Basic Skills in Dance		
A10–8 apply the principles of dance to improve performance	A20–8 develop and perform more complex dances	A30–8 develop, refine and perform more complex dances
A10–9 choreograph and perform dances for self and others; e.g., jazz, social and novelty	A20–9 choreograph, perform and interpret dance for self and others; e.g., jazz, social and novelty	A30–9 choreograph, perform and critique dance for self and others; e.g., jazz, social and novelty
Application of Basic Skills in Games		
A10–10 adapt and improve activity-specific skills in a variety of games	A20–10 develop and refine activity-specific skills in a variety of games	A30–10 develop and further refine activity-specific skills in a variety of games
A10–11 select, plan and create games that incorporate simple and more challenging strategies and tactics	A20–11 apply the relationship among skills, rules and strategies in the creation and playing of games	A30–11 apply and analyze the relationship among skills, rules and strategies in the creation and playing of games

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Kindergarten [AK–]	Grade 1 [A1–]	Grade 2 [A2–]	Grade 3 [A3–]

Students will:

Application of Basic Skills in Types of Gymnastics

AK–12 experience educational gymnastics; e.g., exploring the use of different body parts, types of effort, space and relationships	A1–12 demonstrate the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships	A2–12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence	A3–12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence

Application of Basic Skills in Individual Activities

AK–13 experience the basic skills of running, jumping, throwing in a variety of environments; e.g., field	A1–13 demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes	A2–13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching	A3–13 manipulate a variety of small objects while performing basic skills to demonstrate personal control; e.g., juggling

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Grade 4 [A4–]	Grade 5 [A5–]	Grade 6 [A6–]

Students will:

Application of Basic Skills in Types of Gymnastics

A4–12 select, perform and refine the basic skills in educational gymnastics, e.g., use of different body parts, types of effort, space and relationships to develop a sequence	A5–12 apply and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics	A6–12 select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics

Application of Basic Skills in Individual Activities

A4–13 select, perform and refine basic skills in individual activities; e.g., cross-country running	A5–13 select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack	A6–13 demonstrate activity specific skills in a variety of individual activities; e.g., track and field/ athletics

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Grade 7 [A7–]	Grade 8 [A8–]	Grade 9 [A9–]

Students will:

Application of Basic Skills in Types of Gymnastics

A7–12 demonstrate ways to improve and refine the functional and expressive qualities of movements that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic	A8–12 select and perform ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic	A9–12 apply and refine ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic

Application of Basic Skills in Individual Activities

A7–13 demonstrate activity-specific skills in a variety of individual pursuits; e.g., power walk	A8–13 select, perform and refine activity-specific skills in a variety of individual pursuits; e.g. wrestling	A9–13 apply and refine activity-specific skills in a variety of individual pursuits; e.g., fitness activities

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Activity

GENERAL OUTCOME A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Physical Education 10	Physical Education 20	Physical Education 30

Students will:

Application of Basic Skills in Types of Gymnastics

A10–12 apply the basic skills in combination with each other with personal proficiency in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic	A20–12 apply a combination of the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group	A30–12 refine and transfer the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group

Application of Basic Skills in Individual Activities

A10–13 adapt and improve activity-specific skills in a variety of individual pursuits; e.g., resistance training, aerobics	A20–13 develop and combine more challenging activity-specific skills in a variety of individual pursuits; e.g., self-defense	A30–13 recommend a choice of activity-specific skills in pursuing lifelong individual activities; e.g., cycling

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GENERAL OUTCOME B

Students will understand, experience and appreciate the health benefits that result from physical activity.

Kindergarten [BK–]	Grade 1 [B1–]	Grade 2 [B2–]	Grade 3 [B3–]
Students will:			
Functional Fitness			
BK–1 recognize appropriate nutritional habits	B1–1 identify healthy nutritional habits	B2–1 recognize that "energy" is required for muscle movement	B3–1 describe the concept of energy required for muscles
BK–2 recognize improvement in physical abilities	B1–2 demonstrate ways to improve personal growth in physical abilities	B2–2 describe ways to improve personal growth in physical abilities	B3–2 demonstrate and describe ways to improve personal growth in physical abilities
BK–3 experience cardio-respiratory activities	B1–3 experience and improve continued frequency of involvement in cardio-respiratory activities	B2–3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities	B3–3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities
Body Image			
BK–4 recognize personal abilities while participating in physical activity	B1–4 recognize personal abilities while participating in physical activity	B2–4 identify personal physical attributes that contribute to physical activity	B3–4 describe personal physical attributes that contribute to physical activity
BK–5 N/A	B1–5 N/A	B2–5 N/A	B3–5 N/A
Well-being			
BK–6 experience how physical activity makes one feel	B1–6 describe how physical activity makes you feel	B2–6 describe how the body benefits from physical activity	B3–6 describe the benefits of physical activity to the body
BK–7 experience the changes that take place in the body during physical activity	B1–7 recognize the changes that take place in the body during physical activity	B2–7 identify changes that take place in the body during physical activity	B3–7 describe the changes that take place in the body during physical activity
BK–8 understand the connections between physical activity and emotional well-being; e.g., feels good	B1–8 understand the connections between physical activity and emotional well-being; e.g., feels good	B2–8 understand the connections between physical activity and emotional well-being; e.g., feels good	B3–8 understand the connections between physical activity and emotional well-being; e.g., feels good

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Benefits Health

GENERAL OUTCOME B

Students will understand, experience and appreciate the health benefits that result from physical activity.

Grade 4 [B4–]	Grade 5 [B5–]	Grade 6 [B6–]
Students will:		
Functional Fitness		
B4–1 identify the nutritional needs related to physical activity	B5–1 explain the relationship between nutritional habits and physical activity	B6–1 explain the relationship between nutritional habits and performance in physical activity
B4–2 demonstrate and describe ways to achieve a personal functional level of physical fitness through participation in physical activity	B5–2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity	B6–2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity
B4–3 experience movement, involving components of fitness	B5–3 identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance, flexibility, cardio-respiratory activities	B6–3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and relate these to personal fitness level
Body Image		
B4–4 recognize and personally acknowledge individual and other attributes that contribute to physical activity	B5–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities	B6–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
B4–5 N/A	B5–5 N/A	B6–5 N/A
Well-being		
B4–6 describe positive benefits gained from physical activity; e.g., physically, emotionally, socially	B5–6 infer positive benefits gained from specific physical activities	B6–6 identify and plan for personal positive benefits from specific physical activity
B4–7 demonstrate changes that take place in the body during physical activity	B5–7 describe how physical activity influences physical fitness and the body systems	B6–7 describe and chart individual fitness changes as a result of engaging in physical activity
B4–8 understand the connection between physical activity, stress management and relaxation	B5–8 understand the connection between physical activity, stress management and relaxation	B6–8 understand the connection between physical activity, stress management and relaxation

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GENERAL OUTCOME B

Students will understand, experience and appreciate the health benefits that result from physical activity.

Grade 7 [B7–]	Grade 8 [B8–]	Grade 9 [B9–]
Students will:		
Functional Fitness		
B7–1 analyze personal nutritional habits and how they relate to performance in physical activity	B8–1 monitor and analyze a personal nutrition plan that affects physical performance	B9–1 design, monitor and personally analyze nutrition programs that will affect physical performance
B7–2 demonstrate and evaluate ways to achieve a personal functional level of physical fitness	B8–2 demonstrate and monitor ways to achieve a personal functional level of physical fitness	B9–2 demonstrate, monitor and analyze ways to achieve a personal functional level of physical fitness
B7–3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activity; analyze individual abilities and formulate an individual plan for growth	B8–3 explain fitness components and principles of training, and formulate individual plans for personal physical fitness	B9–3 design and implement a personal fitness and activity plan, using the principles of training: frequency, intensity, duration
Body Image		
B7–4 identify different body types and how all types can contribute to, or participate positively in, physical activity	B8–4 acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images	B9–4 acknowledge and analyze the media and peer influences on body image
B7–5 discuss performance-enhancing substances as a part of the negative effect on physical activity	B8–5 discuss performance-enhancing substances and how they can affect body type in relation to physical activity	B9–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity
Well-being		
B7–6 identify and explain the effects of exercise on the body systems before, during and after exercise	B8–6 analyze the personal effects of exercise on the body systems before, during and after exercise	B9–6 analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise
B7–7 interpret personal fitness changes as a result of physical activity	B8–7 monitor, analyze and assess fitness changes as a result of physical activity	B9–7 monitor, analyze and assess fitness changes as a result of physical activity
B7–8 understand the connection between physical activity, stress management and relaxation	B8–8 describe and perform appropriate physical activities for personal stress management and relaxation	B9–8 select and perform appropriate physical activities for personal stress management and relaxation

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GENERAL OUTCOME B

Students will understand, experience and appreciate the health benefits that result from physical activity.

Physical Education 10 [B10–]	Physical Education 20 [B20–]	Physical Education 30 [B30–]
Students will:		
Functional Fitness		
B10–1 design, analyze and modify nutrition programs that will positively affect performance in physical activity	B20–1 compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition	B30–1 design and justify nutrition plans that will positively affect performance for a variety of physical activities; e.g., triathlon training versus fitness maintenance
B10–2 demonstrate, monitor, analyze and reflect upon ways to achieve a personal functional level of physical fitness	B20–2 add to the variety of ways for achieving a personal functional fitness level	B30–2 appraise different activities and their effects on a personal functional level of fitness
B10–3 plan, assess and maintain personal fitness, using the principles of training: frequency, intensity, duration	B20–3 plan, assess and maintain personal fitness, using the principles of training: progression, overload and specificity	B30–3 evaluate, monitor and adapt fitness plans for self and others, applying the principles of training
Body Image		
B10–4 acknowledge and analyze the media and peer influences on body image	B20–4 interpret the impact of the media and peer influences on body image	B30–4 interpret and evaluate the impact of the media and peer influences on body image
B10–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity	B20–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity	B30–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity
Well-being		
B10–6 clarify the positive benefits that occur as a result of participation in physical activity	B20–6 analyze the positive benefits gained from physical activity	B30–6 predict the positive benefits gained from physical activity
B10–7 understand the consequences and risks associated with an inactive lifestyle	B20–7 understand the consequences and risks associated with an inactive lifestyle	B30–7 understand the consequences and risks associated with an inactive lifestyle
B10–8 select and perform appropriate physical activities for personal stress management and relaxation	B20–8 design and implement a plan for personal stress management	B30–8 monitor and evaluate the plan for personal stress management

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GENERAL OUTCOME C

Students will interact positively with others.

Kindergarten [CK–]	Grade 1 [C1–]	Grade 2 [C2–]	Grade 3 [C3–]
Students will:			
Communication			
CK–1 begin to develop respectful communication skills appropriate to context	C1–1 develop and demonstrate respectful communication skills appropriate to context	C2–1 identify and demonstrate respectful communication skills appropriate to context	C3–1 describe and demonstrate respectful communication skills appropriate to context
CK–2 N/A	C1–2 N/A	C2–2 N/A	C3–2 N/A
Fair Play			
CK–3 identify and demonstrate etiquette and fair play	C1–3 identify and demonstrate etiquette and fair play	C2–3 identify and demonstrate etiquette and fair play	C3–3 identify and demonstrate etiquette and fair play
Leadership			
CK–4 experience different roles in a variety of physical activities	C1–4 identify different roles in a variety of physical activities	C2–4 accept responsibility for assigned roles while participating in physical activity	C3–4 accept responsibility for assigned roles while participating in physical activity
Teamwork			
CK–5 display a willingness to play alongside others	C1–5 display a willingness to play cooperatively with others in large and small groups	C2–5 display a willingness to play cooperatively with others of various abilities, in large or small groups	C3–5 display a willingness to share ideas, space and equipment when participating cooperatively with others
CK–6 N/A	C1–6 N/A	C2–6 N/A	C3–6 N/A

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GENERAL OUTCOME C

Students will interact positively with others.

Grade 4 [C4–]	Grade 5 [C5–]	Grade 6 [C6–]
Students will:		
Communication		
C4–1 articulate and demonstrate respectful communication skills appropriate to context	C5–1 identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity	C6–1 identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences
C4–2 N/A	C5–2 N/A	C6–2 N/A
Fair Play		
C4–3 identify and demonstrate etiquette and fair play	C5–3 demonstrate etiquette and fair play	C6–3 demonstrate etiquette and fair play
Leadership		
C4–4 select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences	C5–4 select and demonstrate responsibility for various roles while participating in physical education; and, accept ideas from others that relate to changing/adapting, movement experiences	C6–4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education
Teamwork		
C4–5 participate cooperatively in group activities	C5–5 identify and demonstrate practices that contribute to teamwork	C6–5 describe and demonstrate practices that contribute to teamwork
C4–6 identify and demonstrate positive behaviours that show respect for self and others	C5–6 identify and demonstrate positive behaviours that show respect for self and others	C6–6 identify and demonstrate positive behaviours that show respect for self and others

All outcomes are achieved through active and safe participation in physical education.

Cooperation

GENERAL OUTCOME C

Students will interact positively with others.

Grade 7 [C7–]	Grade 8 [C8–]	Grade 9 [C9–]
Students will:		
Communication		
C7–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	C8–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	C9–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
C7–2 identify positive active living role models	C8–2 discuss positive active living role models	C9–2 identify and discuss the positive behaviours that are demonstrated by active living role models
Fair Play		
C7–3 demonstrate etiquette and fair play	C8–3 demonstrate etiquette and fair play	C9–3 demonstrate etiquette and fair play
Leadership		
C7–4 identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education	C8–4 describe, apply and practise leadership and followership skills related to physical activity	C9–4 describe, apply, monitor and practise leadership and followership skills related to physical activity
Teamwork		
C7–5 select and apply practices that contribute to teamwork	C8–5 recommend practices that contribute to teamwork	C9–5 develop practices that contribute to teamwork
C7–6 identify and demonstrate positive behaviours that show respect for self and others	C8–6 identify and demonstrate positive behaviours that show respect for self and others	C9–6 identify and demonstrate positive behaviours that show respect for self and others

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Cooperation

GENERAL OUTCOME C

Students will interact positively with others.

Physical Education 10 [C10–]	Physical Education 20 [C20–]	Physical Education 30 [C30–]
Students will:		
Communication		
C10–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	C20–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	C30–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
C10–2 discuss issues related to positive athletic/active living role models	C20–2 demonstrate an understanding of behaviour appropriate to positive active living role modelling	C30–2 discuss issues related to active living
Fair Play		
C10–3 demonstrate etiquette and fair play	C20–3 demonstrate etiquette and fair play	C30–3 demonstrate etiquette and fair play
Leadership		
C10–4 describe, apply, monitor and assess leadership and followership skills related to physical activity	C20–4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community	C30–4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community
Teamwork		
C10–5 develop and apply practices that contribute to teamwork	C20–5 develop and apply practices that contribute to teamwork	C30–5 develop and apply practices that contribute to teamwork
C10–6 identify and demonstrate positive behaviours that show respect for self and others	C20–6 identify and demonstrate positive behaviours that show respect for self and others	C30–6 identify and demonstrate positive behaviours that show respect for self and others

All outcomes are achieved through active and safe participation in physical education.

Do it Daily ... for Life!

GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Kindergarten [DK–]	Grade 1 [D1–]	Grade 2 [D2–]	Grade 3 [D3–]
Students will:			
Effort			
DK–1 show a willingness to participate regularly in short periods of activity with frequent rest intervals	D1–1 show a willingness to participate regularly in short periods of activity with frequent rest intervals	D2–1 express a willingness to participate regularly in physical education class	D3–1 express a willingness to participate regularly in physical education class
DK–2 participate with effort in physical activities	D1–2 demonstrate effort while participating in various activities	D2–2 identify personal factors that encourage movement	D3–2 describe factors that encourage movement and a personal feeling about movement
Safety			
DK–3 show a willingness to listen to directions and simple explanations	D1–3 show a willingness to listen to directions and simple explanations	D2–3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity	D3–3 demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity
DK–4 participate in safe warm-up and cool-down activities	D1–4 participate in safe warm-up and cool-down activities	D2–4 demonstrate and participate in safe warm-up and cool-down activities	D3–4 demonstrate and participate in safe warm-up and cool-down activities
DK–5 experience moving safely and sensitively through all environments; e.g., movement activities	D1–5 move safely and sensitively through all environments; e.g., space awareness activities	D2–5 demonstrate moving safely and sensitively in various environments; e.g., modified games	D3–5 tell about safe movement experiences in various environments; e.g., gymnastic equipment

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GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Grade 4 [D4–]	Grade 5 [D5–]	Grade 6 [D6–]
Students will:		
Effort		
D4–1 demonstrate a willingness to participate regularly in physical education class	D5–1 participate regularly in physical activity to develop components of health-related fitness and movement skills	D6–1 demonstrate enjoyment of participation through extended effort in physical activity
D4–2 demonstrate factors that encourage movement	D5–2 demonstrate factors that encourage movement	D6–2 identify and demonstrate strategies that encourage participation and continued motivation
Safety		
D4–3 follow rules, routines and procedures for safety in a variety of activities	D5–3 identify and follow rules, routines and procedures for safety in a variety of activities	D6–3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions
D4–4 participate in, and identify the benefits of, safe warm-up and cool-down activities	D5–4 participate in, and identify the benefits of, safe warm-up and cool-down activities	D6–4 participate in, and demonstrate the benefits of, safe warm-up and cool-down activities
D4–5 describe how to move safely in various environments; e.g., skating rink	D5–5 identify safe practices that promote an active, healthy lifestyle; e.g., water safety	D6–5 select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating

All outcomes are achieved through active and safe participation in physical education.

GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Grade 7 [D7–]	Grade 8 [D8–]	Grade 9 [D9–]
Students will:		
Effort		
D7–1 participate regularly in, and identify the benefits of, an active lifestyle	D8–1 participate regularly in, and identify and describe the benefits of, an active lifestyle	D9–1 participate regularly in, and realize the benefits of, an active lifestyle
D7–2 identify and demonstrate strategies that encourage participation and continued motivation	D8–2 develop a personal plan that encourages participation and continued motivation	D9–2 develop a personal plan that encourages participation and continued motivation
Safety		
D7–3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions	D8–3 select and apply rules, routines and procedures for safety in a variety of activities	D9–3 select and apply rules, routines and procedures for safety in a variety of activities from all movement dimensions
D7–4 explain the benefits of, and demonstrate safe, warm-up and cool-down activities	D8–4 design and perform warm-up and cool-down activities	D9–4 analyze, design and perform warm-up and cool-down activities
D7–5 recommend safe movement experiences that promote an active, healthy lifestyle; e.g., protective equipment for in-line skating, ball hockey	D8–5 appraise or judge movement experiences for safety that promote an active, healthy lifestyle; e.g., safe use of equipment	D9–5 design safe movement experiences that promote an active, healthy lifestyle; e.g., student-created games

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Do it Daily ... for Life!

GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Physical Education 10 [D10–]	Physical Education 20 [D20–]	Physical Education 30 [D30–]
Students will:		
Effort		
D10–1 demonstrate a commitment to an active lifestyle through participation in and out of class	D20–1 model an active lifestyle	D30–1 model an active lifestyle
D10–2 develop a personal plan that is self-motivating and encourages ongoing participation	D20–2 refine a personal plan that is self-motivating and encourages ongoing participation	D30–2 recommend future changes and modifications to one's personal plan to maintain a healthy, active lifestyle
Safety		
D10–3 select and apply rules, routines and procedures of safety in a variety of activities	D20–3 develop and apply safety standards and rules in a variety of activities	D30–3 develop and apply safety standards and rules in a variety of activities
D10–4 analyze, design and assess warm-up and cool-down activities	D20–4 analyze, design and assess warm-up and cool-down activities	D30–4 analyze, design and assess warm-up and cool-down activities
D10–5 define and understand first aid principles and survival skills as they relate to physical activity; e.g., aquatics; and, demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others	D20–5 demonstrate first aid principles and survival skills as they relate to physical activity; e.g., camping; and, identify and analyze potential hazards that might affect self and others	D30–5 apply the use of first aid principles and survival skills as they relate to physical activity; e.g., athletic training; and, recommend actions that will minimize potential hazards to self and others

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Do it Daily ... for Life!

GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Kindergarten [DK–]	Grade 1 [D1–]	Grade 2 [D2–]	Grade 3 [D3–]
Students will:			
Goal Setting/Personal Challenge			
DK–6 participate in a class activity with a group goal; e.g., walk a predetermined distance	D1–6 participate in a class activity with a group goal; e.g., walk a predetermined distance	D2–6 practise setting a short-term goal related to positive effort to participate in a physical activity	D3–6 set and achieve a short-term goal to increase effort and participation in one area of physical activity
DK–7 make choices to be involved in a variety of movement experiences	D1–7 try a challenging movement experience based on personal abilities	D2–7 identify ways to change an activity to make it a challenge based on personal abilities	D3–7 identify ways to change an activity to make it a challenge based on personal abilities
Active Living in the Community			
DK–8 describe appropriate places for children to play	D1–8 identify and experience safe places to play in the community	D2–8 identify types of physical activities people choose within the community	D3–8 describe types of physical activities people choose within the community and reasons for their choices
DK–9 make choices to be active	D1–9 make decisions to be active	D2–9 make appropriate movement choices considering personal space, safety, ability and the surrounding environment	D3–9 make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment

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GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Grade 4 [D4–]	Grade 5 [D5–]	Grade 6 [D6–]
Students will:		
Goal Setting/Personal Challenge		
D4–6 set and achieve a long-term goal to increase effort and participation in one area of physical activity	D5–6 set long-term goals to improve personal performance based on interests and abilities	D6–6 set and modify goals to improve personal performance based on interests and abilities
D4–7 demonstrate different ways to achieve an activity goal that is personally challenging	D5–7 demonstrate different ways to achieve an activity goal that is personally challenging	D6–7 analyze and create different ways to achieve an activity goal that is personally challenging
Active Living in the Community		
D4–8 identify how people, facilities and communities influence physical activity	D5–8 create a strategy to promote participation in physical activity within the school and the community	D6–8 examine factors that influence community decisions to support and promote physical activity
D4–9 make decisions to be active within group activities or individually	D5–9 identify factors made to be active within group or individual activities on a daily basis	D6–9 choose and actively participate in a new group or individual activity that encourages daily participation

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Do it Daily ... for Life!

GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Grade 7 [D7–]	Grade 8 [D8–]	Grade 9 [D9–]
Students will:		
Goal Setting/Personal Challenge		
D7–6 record and analyze personal goals based on interests and abilities	D8–6 monitor, revise and refine personal goals based on interests and abilities	D9–6 determine and articulate challenging personal and team goals based on interests and abilities
D7–7 evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging	D8–7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group	D9–7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group
Active Living in the Community		
D7–8 identify local community programs that promote physically active lifestyles	D8–8 analyze community programs that promote a physically active lifestyle	D9–8 evaluate community programs that promote physically active lifestyles and how they meet local needs
D7–9 identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers	D8–9 analyze factors that affect choices of physical activity for life, and create personal strategies to overcome barriers	D9–9 develop strategies to counteract influences that limit involvement in physical activity

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Do It Daily ... for Life!

GENERAL OUTCOME D

Students will assume responsibility to lead an active way of life.

Physical Education 10 [D10–]	Physical Education 20 [D20–]	Physical Education 30 [D30–]
Students will:		
Goal Setting/Personal Challenge		
D10–6 analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life	D20–6 determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges	D30–6 evaluate and revise short- and long-term activity goals that will continue to provide personal challenges
D10–7 N/A	D20–7 N/A	D30–7 N/A
Active Living in the Community		
D10–8 investigate participation in community activity programs for all ages and the influences that affect participation	D20–8 perform service, leadership and volunteer work related to physical activity, in the school and/or community	D30–8 perform service, leadership and volunteer work related to physical activity, in the school and/or community
D10–9 demonstrate decision-making skills that reflect choices for daily activity within the school and the community	D20–9 evaluate the issues that affect decision making in relation to being active daily	D30–9 develop strategies to offset influences that limit involvement in physical activity

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CREATING A DESIRE TO PARTICIPATE—MEETING STUDENT NEEDS

When planning quality learning experiences for students, teachers make professional decisions regarding the best strategies to use so students may achieve the prescribed outcomes. Planning is important to increase opportunities for learning and cannot be substituted with unstructured physical activity time, such as recess or free play.

Lessons that are taught progressively help to ensure safety and the learning of skill components so that each student is able to realize improvements. Positive experiences in a wide range of activities will help students to practise, achieve and demonstrate the outcomes of the program of studies. In order to motivate students to participate enthusiastically, experiences should be fun, encourage personal challenge and experimentation, and be organized for maximum activity time.

Planning for Student Needs

Access to activity experiences within all five dimensions of the physical education program—alternative environments, dance, games, types of gymnastics and individual activities—should be provided. Planning should provide for a balance of meaningful opportunities from each dimension and should provide sufficient time to allow for growth and improvement within each activity. Experiences for students should be designed and directed by both the teacher and the student, based on student needs.

A developmentally appropriate approach is vital to the overall quality of the program. A developmentally appropriate physical education program accommodates a variety of individual characteristics, such as age, body size, mental development, fitness level, skill level and previous movement experiences.

Planning should take into consideration adequate time, staff expertise, equipment and facilities to enable students to achieve the prescribed outcomes. The benefits of a quality physical education program are proportional to the amount of time spent participating in the activities. The more frequently and regularly students are able to practise and participate in physical education, the more successful they will be in reaching the outcomes.

Planning as a school team will help coordinate activities to more efficiently use the community facilities, gymnasium and teacher expertise.

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EQUITY AND DIVERSITY[1]

Planning a program includes understanding and appreciating differences in gender, abilities, values, lifestyles and languages. Learning experiences should foster understanding of such diversities.

Physical education teachers are involved with the physical, intellectual, emotional and social growth and development of learners. In a learning community characterized by mutual trust, acceptance and respect, student diversity is both recognized and valued. All students are entitled to have their personal experiences and their racial and ethnic heritages valued. This may include such things as teachers being sensitive to cultural considerations related to clothing or including activities from a variety of ethnic origins.

Because students learn as much from their differences as their similarities, physical education teachers have an opportunity to challenge prejudice and help students communicate with others who may have different cultural backgrounds, attitudes, knowledge or perspectives. Instructional practices should be free of gender, ability or cultural bias. Respectful language of students and staff helps to model the expectations of the program.

ADAPTING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS[2]

Participation in physical education is important for all students. Some students with special needs may require program modification to facilitate their participation. If a child has a diagnosed physical disability, contact could be made with a health professional trained in adapting programs for children with special needs.

The following are examples of strategies that teachers may use to help students with special needs succeed in reaching the outcomes in physical education.

- Adapt the task by simplifying the task; e.g., suspend a ball like a beach ball or sponge ball so the path of the ball is predictable. Students can then work independently at striking, kicking and catching. This adaptation increases success and allows the teacher to assist more easily as the equipment is always within reach. Another adaptation could be to make targets larger. This would allow students with motor or sight impairment to increase their chances of success. Fixing equipment to a stable location; e.g., placing a ball to be struck on a T-ball stand increases the time to respond and may decrease the need for accuracy.
- Substitute skills; e.g., allow a child who cannot kick to throw or strike the ball with a bat to increase involvement.

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[1] Information on equity and diversity is adapted with permission of the Nova Scotia Department of Education from *Physical Education Curriculum: Grades Primary–6*, p. 13.

[2] Information on adapting instruction for students with special needs is adapted with permission of the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) from "Inclusive Physical Education: Ecological Instruction Approaches and the Use of Adaptation and Modification," Donna Goodwin, *CAHPERD Journal*, Spring 2000, pp. 12–13.

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- Adapt the task, by using props; e.g., attach Velcro to the head of a badminton birdie (shuttlecock) and the top of a racquet head, so students in wheel chairs can increase their independence.
- Adapt or modify equipment; e.g., use lighter or larger balls to decrease fear and to ensure that less effort is required to attain the desired result. Under-inflated balls move more slowly, do not roll away and can reduce the fear of catching. Large, light inflatable balls can be dribbled along the floor by the front caster of a wheel chair. Balls with tails, such as tennis balls secured with ribbons, travel more slowly in the air and on the ground. Substituting scarves, towels and beanbags for traditional balls also increases success. Brightly coloured balls, such as neon soccer balls, volleyballs or basketballs, increase the colour contrast for those students with visual impairment. Also, balls or floor hockey pucks with bells in them can be heard by students with visual impairments and may provide additional motivation to students in the program.
- Identify methods of providing assistance; e.g., assistance can be provided by a volunteer, peer or teacher assistant.
- Adapt success criteria to meet individual student needs; e.g., have the special needs students help create a checklist or rubric to assess learning.

Moving to Inclusion: Active Living through Physical Education: Maximizing Opportunities for Students with a Disability is authorized by Alberta Learning and provides many different strategies and ideas to assist teachers in developing programs for students with a variety of special needs, including students who are physically awkward, visually or hearing impaired, wheel chair-bound, or mentally disabled.

CHARACTERISTICS OF DEVELOPMENT FOR CHILDREN AND YOUTH

Students develop at different rates. Their physical, emotional/social and intellectual development affect their ability to learn. The following chart includes information to assist teachers in addressing the needs and characteristics of individual students.

	Characteristics of Development for Children and Youth that Are Particularly Relevant in Physical Education		
	Given students have had both home and school opportunities to develop in each area, the following widely held expectations may apply to the child's development.		
	Physical Characteristics	**Emotional and Social Development**	**Intellectual Development**
Ages 5 to 8	• hand–eye coordination not fully developed (lack precise focus and spatial judgement) • large muscles may be more developed than small muscles • continue to develop climbing, balancing, running, galloping and jumping abilities (may have trouble skipping) • develop an awareness of safety with guidance • usually show enthusiasm for most physical activities	• may show intense and variable emotions (may sometimes be judgmental and critical of others) • learning to cooperate with others for longer periods of time (friendships may change frequently) • continue to develop feelings of independence and may begin to define themselves in terms of what they have or own • begin to develop the ability to share possessions and take turns	• learn from direct experience • continue to expand their understanding and use of language to clarify thinking and learning • may understand concepts like tomorrow or yesterday but are still unsure about length of time • assert personal choice in decision making

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	Characteristics of Development for Children and Youth that Are Particularly Relevant in Physical Education		
	Given students have had both home and school opportunities to develop in each area, the following widely held expectations may apply to the child's development.		
	Physical Characteristics	**Emotional and Social Development**	**Intellectual Development**
Ages 9 to 11	• continue to develop hand–eye coordination (skill development in physical activities may depend on this increase in coordination) • continue to refine fine motor development (girls may reach puberty and may experience rapid growth spurt) • show increased coordination, but growth spurts may begin to interfere • may show more daring, exploring behaviour that could lead to accidents • may begin to show a preference for some physical activities over others • may appear to enjoy more complex group games and simple sports (show a strong sense of loyalty to a group or team)	• may appear relatively calm and at peace with themselves • becoming more outgoing and develop close or best friends • generally positive about themselves (define self by physical characteristics and possessions as well as likes and dislikes) • continue to develop the ability to work and play with others (need social acceptance)	• continue to use direct experience, objects, and visual aids to help understanding • can expand thinking more readily through writing, reading and viewing (may begin to use puns) • continue to develop understanding of time, but may forget dates and responsibilities • need increased ownership in decision making
Ages 12 to 15	• continue to develop and refine hand–eye skills and demonstrate increased muscle coordination • boys reach puberty and may experience rapid and uneven growth (arms and legs may grow rapidly) • may show periods of relatively poor coordination and awkwardness (may show poor posture because of rapid growth) • understand safety rules, but sometimes take risks • often are marked differences between sexes in their preferences for physical activity • often engage in more formal team activities (continue to show great loyalty to group or team)	• may begin to show bouts of anxiety or moodiness (emotions may come close to the surface) • start to question adult authority • sometimes engage in self put-down (may begin to define self in terms of opinions, beliefs and values, and to expand their sense of self by copying the culture or current fad) • gradually gaining independence from parental influence (may view brothers and sisters as a bother or nuisance)	• begin to develop abilities to manipulate thoughts and ideas, but still need some hands-on experiences • can do some abstract reasoning • often like jokes and words with double meanings • developing abilities to talk about recent events, plans for the future and career aspirations • need ownership of decision making with responsible guidance
Ages 16 to 18	• students have more refined hand–eye skills and demonstrate stronger muscle coordination • females at age 16 approach adult weight and height • males at age 17–18 approach adult weight and height • males tend to increase in trunk length first • skeletal and muscle growth is normally accompanied by loss of body fat • there are often marked differences between the sexes in preference for physical activity • males are often more aggressive, assertive and independent • females select activities that are less competitive or aggressive and more cooperative or individual in nature	• gaining in self-confidence and independence • are usually friendly and well-adjusted • less focus on self and more consideration given to others • students are more able to make choices and decisions independently • students are beginning to see themselves in the role of the adult	• more frequent ability to deal with abstract reasoning • ability to rationalize decisions made by self and others • can take ownership for decision making with minimal guidance • increasing emphasis on career planning and future aspirations

From *Physical Education 11 and 12: Integrated Resource Package 1997*, p. 2. Adapted with permission of the British Columbia Ministry of Education.

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INSTRUCTIONAL STRATEGIES[1]

When planning quality learning experiences, the use of a variety of instructional strategies will help students reach the prescribed outcomes of the program of studies. Teachers should establish positive learning environments and provide meaningful tasks and choices that involve students in the learning experience. Some instructional strategies to consider include:

- command style—the teacher makes the decisions while the learner obeys and responds, which is sometimes necessary for safety and control; e.g., establishing the safety rules on the Canadian Climber
- practice style—students are taught, and through practice increase their skill level; e.g., throwing a ball through a hoop
- self-check or reciprocal/peer teaching style—students assume some of the responsibility for instructional or assessment tasks; e.g., checklists to assist peers
- inclusion style—either the tasks or the organization itself allows all children to be integral members of the learning taking place; e.g., when jumping a slanted rope, the student decides which height to jump
- station teaching—a number of activities are going on at any one time; e.g., circuit training activities
- cooperative learning—encourages social and personal development through collaboration; e.g., group work in dance
- investigative learning strategies—the emphasis is on the process of formulating new responses to situations, such as finding solutions to a task; e.g., How can you move your group from A to B using only three hands and two feet?
- technology-assisted strategies—the teacher requires the student to use a form of technology for research purposes or in the execution of the task itself; e.g., heart rate monitors to set personal goals
- demonstration and exploration strategies—the students receive a view of the expected result and then apply their own creativity to expand the activity; e.g., How else could you perform a sequence to include locomotor skills, balances, rolls and a jump?

By understanding that students learn in different ways, teachers can plan for instruction in a variety of ways to capitalize on learner strategies and preferences. Doing this increases the likelihood of student success and often makes learning more pleasurable.

Theories of multiple intelligence recognize that students learn in different ways. Students should be provided with opportunities to use all of their intelligences, where meaningful interactions are taking place between students, between students and teachers, and between students and the environment. The physical education classroom is

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[1] Information on multiple intelligence is adapted with permission of the Nova Scotia Department of Education from *Physical Education Curriculum: Grades Primary–6*, p. 7.

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the ideal environment to provide these opportunities to students. For example, when students play a ball game of any kind, they need:

- bodily-kinesthetic intelligence to run, kick, throw and catch
- spatial intelligence to orient themselves to the playing field and to anticipate trajectories of flying balls
- linguistic intelligence to discuss game strategy, read rules and understand officials' decisions
- logical-mathematical intelligence to keep score and calculate angles of release for throwing and kicking
- musical intelligence to feel and use rhythm when throwing and running
- interpersonal intelligence to work with teammates for the benefit of the team and to work with others of varying skill levels and abilities
- intrapersonal intelligence to recognize strengths and limitations with a view to goal setting and practice for improvement
- naturalist intelligence to use such skills as running, leaping and throwing throughout various environments.

Learning styles or learning modalities can be described as any of the sensory channels through which an individual receives and retains information. A sensory channel may be auditory, visual or kinesthetic. A teacher may consider how to present a ball game of any kind to meet the variety of learning styles in class; e.g.:

- auditory—teacher explanation, verbalizing thoughts using auditory cues, paraphrasing what others have said
- visual—watching others demonstrate, components of skills printed on chart paper, viewing films
- kinesthetic—engaging in movement practices, experimenting physically, moving rhythmically.

It is important to remember that every student has a variety of learning preferences, not just one, and that learning something new will become easier for students if it is presented in a way that addresses learning preferences—learning modality or multiple intelligence preferences.

CLASSROOM MANAGEMENT IN PHYSICAL EDUCATION

Physical education is delivered in a variety of venues, including classrooms, local recreation facilities, gymnasiums and outdoor playing fields. This creates some unique classroom management challenges. Teachers should actively establish and communicate to parents and students routines, rules and student expectations early in the school year. If these routines, rules and expectations are adopted early in the year, teaching in a variety of settings can be successful.

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Clear expectations, with consistent, respectful follow-through are key to creating a positive atmosphere. Threats of using physical activity as punishment: e.g., "If the class doesn't change for activity fast enough, you will all have to do push-ups," do little to motivate student participation. Reducing student line-ups, maximizing student–equipment ratios, establishing routines for distributing and gathering equipment, and creating equitable class groupings are all examples of sound classroom management techniques.

At the beginning of the year, a list of the classroom rules can be posted and reviewed on a regular basis. These may include suggestions for coming to class changed and ready to participate; expectations related to fair play, change room behaviour and respectful attitudes; treatment of equipment/facilities; and safety considerations. Reinforcement of the established rules is important for maintaining a positive environment.

A variety of strategies or routines can be established in order to have students engaged in learning as soon as possible, upon arrival at the gymnasium/facility. One strategy is to provide stations of low organizational activity. Predetermined groupings of students could be assigned to each station so they can immediately become active and practise skills at their own level. This can also be used as a warm-up activity, with each station having a designated leader. Other routines for starting class could include having students write in a logbook or read the instructions for a particular class activity while the teacher is taking attendance.

Running shoes, shorts/sweat pants and T-shirts are examples of appropriate clothing for physical education. Drawstrings, scarves, jewelry, hard-soled shoes and stocking feet can inhibit movement and possibly cause injury. Consideration should be taken where clothing may need to be modified due to cultural expectations; however, student safety is of primary concern.

Respectful behaviour includes respect for personal space. Students need the skills to be able to navigate through a variety of spaces without collisions and with control. Using pylons to delineate floor space; adjusting court sizes so they are appropriate for the age and skill of the students; and ensuring that students are developing the basic skills needed to start, stop and change directions while moving under control are all important in helping students acquire a mastery of spatial awareness.

Physical education is often conducted outdoors. This requires making some adjustments to classroom management techniques. Wind and outside noises can make it hard for students to hear directions. This can be avoided by positioning the class so the voice is not carried away by the wind. Students should also be positioned so they do not have the sun in their eyes or a distraction within their range of vision while directions are being provided.

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Physical education also provides many opportunities for students to work in groups. By forming pairs/groups in a number of ways throughout the year, students can be encouraged to work with a variety of partners within the class. Having student "captains" pick teams, by selecting students one by one, is not a recommended practice. Having students select a card from a deck of playing cards, and then grouping students according to each of the four suits, is an alternative way to form groups.

CREATING A SAFE LEARNING ENVIRONMENT

The safety of all students is paramount when planning a quality physical education program. Routines that are developed early in the school year and reinforced throughout the instructional program can help to reduce the risk of injury. The teacher can guard against foreseeable risks by:

- including age-appropriate activities in program preparations
- planning and continually reinforcing safe practices
- using logical teaching progressions
- being aware of current information
- using common sense observation
- maintaining a safe environment.

All activities, regardless of the complexity or simplicity of the action, have an inherent level of risk. Such factors as skill level, previous experience of the students and teacher, weather conditions, facilities, and available equipment may all affect the level of risk of any activity.

The primary responsibility for the care and safety of students rests with the school authority and its employees. To help teachers decide if the activity they are providing for their students is safe, they should be able to answer the following questions in the affirmative:

- Is the activity suitable to the age and mental and physical condition of the participants?
- Have the participants been progressively taught and coached to perform the activity properly and to avoid the dangers inherent in the activity?
- Is the equipment adequate and suitably arranged?
- Is the activity being supervised properly for the inherent risk that is involved?

From *Better Safe than Sorry: Safety Guidelines for Elementary and Secondary Physical Education*. Alberta Education, 1992, pp. 3–4.

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INTRAMURAL AND INTERSCHOOL ACTIVITIES

A well-balanced physical education program often includes intramural and interschool components. Intramural and interschool activities complement the physical education program by allowing students to further develop the skills, knowledge and attitudes developed in the instructional program.

Intramural programs should provide all students with opportunities to participate. The inclusive nature of intramurals allows students to participate in physical activities at their desired level, regardless of their skills and abilities. This may include participation in clubs, leagues, tournaments, special events and self-directed activities. By assisting with the development of the intramural program, students address General Outcome C and the areas of communication, fair play, leadership and teamwork. The Canadian Intramural Recreation Association offers support in developing quality intramural programs. Their web site is at <http://www.intramurals.ca>.

Interschool activities involve competition with other schools. At the elementary and junior high school levels, the organization and governance of interschool athletics varies from one school jurisdiction to another. At the senior high school level, athletic competition between schools has been organized and governed by the Alberta Schools' Athletic Association (ASAA) since 1956. The ASAA web site is at <http://www.asaa.ab.ca>.

The objective of a well-run interschool program should include the development of philosophies to support the concepts of fair play, appropriate etiquette associated with competitive play, integrity and good will within and between senior high schools participating in senior high school athletics.

Careful consideration of the structure for both intramural and interschool activities will ensure maximum participation for as many students as possible.

PROGRAM PLANNING

Meeting the aim of the physical education program can be best achieved in a learning environment where students are emotionally and physically safe and where a variety of skill-building experiences are provided that are socially, emotionally, intellectually and physically appropriate.

Planning for physical education requires both long-term (yearly) and short-term (unit, lesson) planning.

Long-term/Yearly Planning

A year plan is an outline of the varied dimensions and learning activities through which a student can achieve the general and specific outcomes. Yearly planning requires consideration of student age, grade level, individual abilities and developmental readiness; it will vary at individual schools due to the teacher's own expertise, available resources, school scheduling, and facilities within the school and community.

Considerations for developing a year plan include:

- identifying the general and specific outcomes students are to meet
- choosing the dimensions—alternative environment, dance, games, types of gymnastics, individual activities—that are the most appropriate for helping students achieve each of the required outcomes
- choosing movement activities within each selected dimension
- determining the total number of physical education classes scheduled for the year
- determining when each activity will be taught, and allocating the number of lessons for the activity
- creating a positive learning environment.

A year plan template and three examples are included in Appendix A. The year plan examples identify outcomes that will be covered and assessed during particular dimensions/activities. Identifying outcomes, other than those listed on these examples, will occur as student needs are addressed; e.g., some outcomes may be achieved by some students in one class, others may take the entire year/course. Appendix A also includes a listing of activity choices to consider in yearly planning.

Short-term/Unit and Lesson Planning

Unit Planning

A unit is a sequence of learning activities and teaching strategies devoted to a specific dimension, theme, skill, concept or general outcome.

Considerations for developing a unit plan include:

- identifying the general and specific outcomes students are to meet
- choosing a dimension—alternative environment, dance, games, types of gymnastics, individual activities—that is the most appropriate for helping students achieve the outcomes
- identifying learning activities you will provide. Teachers should adapt, modify, combine and organize illustrative examples to meet the needs of students
- identifying instructional strategies; e.g., command style, self-check, technology-assisted
- determining student assessment, evaluation and communication strategies based on specific outcomes. Identifying criteria for evaluation of student achievement requires consideration of such factors as practice time, individual growth and development, and overall improvement
- listing and obtaining the resources needed for the unit—facility resources or teacher resources.

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Other things to consider when developing a unit plan include:

- safety
- environment—inside/outside
- time of the year
- duration of the unit/number of lessons
- length of each lesson
- class size
- equipment
- approvals required—parents, school board
- transportation requirements
- teacher expertise.

A unit plan template and one example are also included in Appendix A.

Lesson Planning

A lesson plan includes the learning activities and teaching strategies that show the progression of learning expected to occur in a single class.

When creating a lesson plan, the following strategies can be used.

Strategy 1

- Identify an activity you plan to teach.
- Review and identify outcomes that could be addressed through the activity.
- Modify the activity to best address the outcomes based on student needs.
- Continue with lesson planning considerations.

Strategy 2

- Identify student needs.
- Review and identify outcomes that address student needs.
- Identify an activity you plan to teach.
- Modify the activity to best facilitate student achievement of the outcomes.
- Continue with lesson planning considerations.

Considerations for developing a lesson plan include:

- identifying the specific outcomes that will be addressed—what the students will know and be able to do—and the attitudes that will result due to the lesson
- identifying the criteria that students will demonstrate when they have achieved the outcomes
- the developmental level of students; e.g., current knowledge, skills and attitudes

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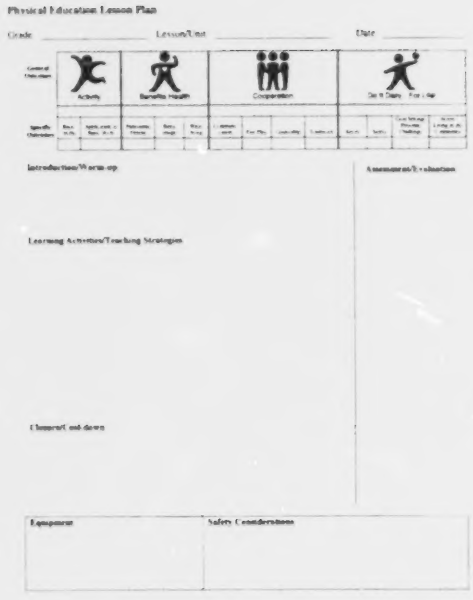
- skill development through sequential progressions
- introductory activities and lesson routines; e.g., warm-up, entering class, picking up equipment, cool-down, lesson closure
- safety
- instructional strategies; e.g., practice style, station teaching
- assessment strategies—appropriate ways that you and your students can determine or will know that learning is occurring
- equipment/facilities/resources
- time allocation
- student organization/groupings
- success and fun for all; e.g., modify activities for success, maximize the amount of equipment per activity to provide more opportunities for students to practise and participate.

A lesson plan template and two examples are included in Appendix A.

You may choose to photocopy the lesson plan template and combine it with a particular specific outcomes page—found at the beginning of each grade/course in the Grade-specific Implementation Assistance section of this document—for use as a planning tool.



Physical Education Lesson Plan

Grade _____ Lesson/Unit _____ Date _____

Introduction/Warm-up

Learning Activities/Teaching Strategies

Closure/Cool-down

Assessment/Evaluation

Equipment

Safety Considerations

Grade 1 – Specific Outcomes

General Outcome A: Activity

A1–
Basic Skills
1 perform locomotor skills through a variety of activities
2 N/A
3 perform nonlocomotor skills through a variety of activities
4 N/A
5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others
6 N/A
Application of Basic Skills
7 demonstrate the basic skills in a variety of environments, e.g., tarmac activities
8 perform simple movements by using elements of effort and space to respond to a variety of stimuli, e.g., music
9 demonstrate body awareness when performing dance activities
10 demonstrate body and space awareness when performing space awareness games
11 demonstrate an understanding of basic rules and fair play for simple games
12 demonstrate the basic skills in educational gymnastics, e.g., use of different body parts, types of effort, space and relationships
13 demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment, e.g., skipping ropes

General Outcome B: Benefits Health

B1–
Functional Fitness
1 identify healthy nutritional habits
2 demonstrate ways to improve personal growth in physical abilities
3 experience and improve command frequency of involvement in cardio-respiratory activities
Body Image
4 recognize personal abilities while participating in physical activity
5 N/A
Well-being
6 describe how physical activity makes you feel
7 recognize the changes that take place in the body during physical activity
8 understand the connection between physical activity and emotional well-being, e.g., feels good

General Outcome C: Cooperation

C1–
Communication
1 develop and demonstrate respectful communication skills appropriate to context
2 N/A
Fair Play
3 identify and demonstrate etiquette and fair play
Leadership
4 identify different roles in a variety of physical activities
Teamwork
5 display a willingness to play cooperatively with others in large and small groups
6 N/A

General Outcome D: Do it Daily . . . for Life!

D1–
Effort
1 show a willingness to participate regularly in short periods of activity with frequent rest intervals
2 demonstrate effort while participating in various activities
Safety
3 show a willingness to learn to directions and simple explanations
4 participate in safe warm up and cool down activities
5 move safely and sensitively through all environments, e.g., space awareness activities
Goal Setting/Personal Challenge
6 participate in a class activity with a group goal, e.g., walk a predetermined distance
7 try a challenging movement experience based on personal abilities
Active Living in the Community
8 identify and experience safe places to play in the community
9 make decisions to be active

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ASSESSMENT, EVALUATION AND COMMUNICATION OF STUDENT LEARNING

GUIDING PRINCIPLES

> Assessment, evaluation and communication of student achievement and growth are essential parts of the teaching and learning process. Each part of the teaching and learning process should be a positive experience for students and promote personal growth. Practices should be carried out in such a way that they support continuous learning and development.
>
> From *A Framework for Student Assessment*, 1997, p. 14. Adapted with permission of the Alberta Assessment Consortium.

To assist students in meeting the aim of the physical education program, assessment should be a continuous, collaborative and comprehensive process and include clearly identified and communicated criteria.

Principle 1: Continuous

Assessment practices should be carried out in such a way that they promote, encourage and support ongoing student learning and development.

Assessment practices:

- are to be based on the general and specific outcomes of the curriculum
- should be used to encourage student learning rather than a final judgement
- should be part of instruction done in a variety of contexts, using varied methods and instruments that match the specific outcomes
- should be part of an ongoing process rather than a set of isolated events, often at the end of a unit or term
- should focus on both process and product
- should encourage the gathering of information about the prior learning of students to allow a teacher to diagnose what each student knows and can do
- should provide ongoing feedback to the teacher about the effectiveness of instruction
- should provide a status report on how well students can demonstrate specific outcomes at that time.

Making connections among curriculum outcomes, instruction and assessment can enable students to develop the knowledge, skills and attitudes necessary for leading an active, healthy lifestyle.

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Principle 2: Collaborative

Both students and parents benefit when they are involved in the assessment process.

Assessment practices:

- should engage students so they will become more responsible for their own learning and develop a positive attitude toward leading an active and healthy lifestyle
- should help to make students feel competent and successful related to their own physical abilities and encourage them to set goals for further improvements
- should involve parents, and possibly the community, to different degrees and at different times. The purpose would be to create awareness of the program outcomes and criteria and to communicate that student learning is occurring.

Principle 3: Comprehensive

Assessment practices should address the curricular outcomes and include a variety of strategies that meet the diverse learning needs of students.

Assessment practices:

- should be developmentally appropriate; e.g., age and gender appropriate, and consider cultural needs and students' special needs
- should be constructive, focusing on student strengths, and encourage further learning by creating positive atmospheres and positive self-images.

Principle 4: Criteria

Assessment practices should identify the critical aspects of performance that describe, in specific terms, what is involved in demonstrating student learning.

Assessment practices:

- should include students in identifying and/or creating the criteria
- should be communicated to students so that they know what the target is in relation to grade-specific outcomes
- should ensure communication, prior to and throughout instruction, to both parents and students about the criteria the teacher is looking for that are important at that particular time.

In the physical education program, achievement of the outcomes is based on individual student growth and improvement. The active living approach is based on the importance of creating a desire to participate in physical activity for life. Comparing one student's physical abilities with those of others in class can have the reverse effect in terms of motivating students for future involvement in physical activity. Meaningful and realistic criteria for achieving the outcomes can motivate students toward taking responsibility for their own learning and developing a lifelong desire to be active.

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ASSESSMENT STRATEGIES

There are many sources of information about student performance. The most accurate profile of student performance is based on the findings gathered from assessing student performance in a variety of contexts and using a variety of strategies. The key to valid results is the match between each specific outcome and the selected assessment strategy.

Assessment strategies/activities should be of interest to students and should be meaningful, engaging and related to life. A variety of activities from all dimensions are important so that students have different experiences. Different assessment strategies provide different information, and what is suitable for one purpose may not be suitable for another.

In order for assessment information to be useful to students, teachers and others, it must be focused and specific. For instance, if a Grade 2 teacher wants to observe students demonstrating a variety of locomotor movements during a creative dance lesson, the teacher must decide what skill or knowledge the students are to demonstrate, and then share this information with students at the beginning of the class or unit. A Grade 9 teacher, designing a question/answer session on stretching during the warm-up phase of a lesson, needs to be clear on the purpose of the discussion in order to guide the learning and judge the thinking and quality of responses from students.

Quality assessment is a learning activity that enables students to reveal what they know and can do. It also provides students with information about their performance that is useful in guiding improvements.

Observing Students

Observing students is the basis for many assessment strategies. Some factors to consider when observing students include:

- predetermine the specific outcomes to be observed
- decide what to look for—the criteria—which is evidence you will accept that the student has learned
- before assessing an outcome, ensure the students are aware of the criteria
- decide who and what to observe in advance:
  - select four to five students per class
  - choose one or two specific skills to observe
- find a personally comfortable and manageable way to make your observations:
  - clipboard with class list to take anecdotal notes
  - clipboard with an evaluation tool; e.g., checklist, scoring guide/rubric or analytic rating scale
  - video camera
  - cassette recorder—oral communication
- team teaching may assist with the process—one observes while another teaches; involve teaching assistants, students from a higher grade, parents, administrators, community resources or volunteers

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- collect observations on a number of occasions during a reporting period, and look for patterns of performance
- share observations with students both individually and together in a group; e.g., "Tyler: I liked how you shared equipment and worked with your team today."; "Class: I saw how you communicated positively and encouraged your teammates. Well done!"
- use observations to enhance or modify future instruction, as well as to guide messages to students about improvements.

> Information on student progress is required for reporting clearly to students, parents and others. As well, this information "is essential so that teachers can change or refine instructional plans to ensure learning activities are appropriate for all students. … The information is [also] required for evaluation of program effectiveness and for revision of programs to improve student learning."
>
> From *Guide to Education: ECS to Grade 12*. Alberta Learning, 1999, p. 81.

A variety of assessment strategies are included in Appendix B.

EVALUATION

Judgements about student achievement and growth follow assessment. Evaluation is based on comparing a student's work to the grade level outcomes upon which achievement criteria are based. These criteria form the basis for evaluating and communicating student learning.

Suggested steps to develop criteria include:

- focus on a specific outcome
- select a student performance task/illustrative example
- determine criteria, the acceptable evidence, of the specific outcome in the performance
- inform students, prior to the activity, about the criteria upon which their work will be evaluated.

Benefits of Using Criteria

Using criteria provides teachers with:

- a clarification of what students are to know and be able to do
- a basis for increasing the level of consistency in evaluating student performance
- a basis for creating specific and informative comments for students and parents
- clear targets for instruction
- information about outcomes to be reviewed or taught again
- a basis for selecting and designing appropriate evaluation strategies.

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Using criteria provides students with:

- clear performance targets, and the opportunity to know what excellence would look like
- a way for reflecting on their learning and setting goals for improved performance.

Using criteria provides parents and community members with:

- information about what is important in physical education
- a basis for working with students and the school to help improve performance.

Evaluation Strategies

Resources for teachers to use to judge quality of performance include checklists, analytic rating scales and scoring guides/rubrics. These are effective strategies that promote successful learning because of the clear explanations they provide to students. It is essential that the evaluation strategies are shared with students before they start the activity. To maximize student learning, it is also important to involve them in developing the criteria.

A checklist is a list of performance criteria for an activity upon which an observer determines the quality of student performance, using a scale that has only two points—yes or no.

An analytic rating scale is an evaluation strategy of three or more points that illustrates how **frequently** a student demonstrates the criteria.

A rubric is an evaluation strategy designed to lay out a **continuum of quality** from excellent to limited. Attached to the rubric is a narrative describing what a product or behaviour (performance) at a particular level would look like. The goal is to create a tool that places student work on a continuum of quality and to encourage improved performance. This enables two or more evaluators to view the performance in a similar way, thereby increasing rating reliability.

A variety of evaluation strategies are provided in Appendix B.

COMMUNICATION OF STUDENT LEARNING[1]

School and jurisdiction policies for communicating student learning should be based on regulations authorized under the Province of Alberta *School Act*. The *School Act* outlines evaluation, reporting and recording requirements, as well as the roles and responsibilities of Alberta Learning, school boards, administrators and teachers with respect to implementation of policy.

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[1] Background information on Communication of Student Learning has been adapted with permission of the Alberta Assessment Consortium from *A Framework for Communicating Student Learning*, 1999, pp. 14–21.

Student achievement is communicated and reported ethically to the extent that there is a reasonable relationship between:

- the expectations of the program of studies (general and specific outcomes) *and* classroom instruction
- classroom instruction *and* student assessment and evaluation
- student assessment and evaluation, *and* the communication of student learning.

What Are the Roles of the Teacher, Student and Parent?

The **role of the teacher** is to:

- ensure that students know what is expected of them
- establish clear and fair criteria and standards, with involvement of the student when appropriate
- provide an evaluation process of student performance based on these criteria and standards
- communicate this information in a manner that is meaningful and understandable.

The **role of the student** is to:

- know what is expected of him or her
- "be diligent in pursuing his/her studies" (*School Act*) as demonstrated by completion of assigned work and achievement of curriculum outcomes
- participate in developing criteria and standards where appropriate
- self-evaluate based on these criteria and standards
- learn from the feedback obtained through self-evaluation, from the teacher and from others if provided
- communicate this information in a manner that indicates responsibility for learning.

The **role of the parent** is to:

- support learning at home through active living opportunities and motivating strategies
- join the student and teacher in discussions about learning, including goal setting
- look for and acknowledge progress rather than perfection; this agrees with the active living philosophy.

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Sample Strategies for Communicating Student Learning

There are various ways to communicate student learning. Some include:

- telephone calls
- newsletters about program philosophy and course offerings
- videocassettes of class activities circulated among the homes of the students
- collections of student work; e.g., fitness tests throughout the year
- student self-reflections and goal setting
- celebrations of learning; e.g., conferences and demonstrations
- progress reports.

Newsletter Articles/Curriculum Handbooks for Parents

Updating parents and the community about activities students are participating in helps to communicate the learning and experiences occurring in the program. Newsletter articles or bulletin boards should include what teachers want students to know and do—the prescribed program outcomes—while they are participating in various activities. For a school newsletter or course outline you may choose to identify the four general outcomes and the activities students will participate in to achieve those outcomes. Curriculum handbooks for parents are available from the Learning Resources Distributing Centre for each specific grade and include an overview of the physical education program as well as grade-specific outcomes.

Sample Student Reflection/Student-led Conferences

The following goal-setting sample was completed by students for a number of purposes: for student reflection, for teacher information related to program delivery and for sharing during parent conference time. This sample describes what students have been learning and includes questions that can lead to goal setting for the next term and to demonstration of current learning for parents if shared during a student-led conference.

This term in physical education we participated in space awareness and game activities. These activities helped us to be aware of how our bodies move individually and in relation to one another. We worked at our own level and further developed our physical skills, including running, chasing, fleeing, dodging, throwing, catching, kicking, dribbling and balancing. Another focus we had in class this term was working with others—specifically, cooperating and being part of a team.

Please answer the following questions.

What do you like best about physical education?

What do you feel you do best in physical education class?

Describe what you do in class to be a team player.

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Write about one thing that you would like to get better at in physical education. It could be related to a physical skill or being a team member. This will be a goal to work on for next term.

Developing Quality Progress Reports and Grading

Progress reports provide parents with information about their child's learning and growth in school and are seen as the primary source of formal communication with parents and students.

As information about student performance and grading, quality progress reports and comments should:

- reflect what students know and can do relative to the provincial curriculum outcomes
- represent, through a number, letter or comment assigned to a student at a given time, how well the student has performed based on the prescribed outcomes, using the information collected during the assessment process
- use clearly defined criteria when assessing effort, attitude, behaviour, participation and attendance
- communicate performances in relation to grade level/learner outcomes, and assist in goal setting.

As messages directed specifically to the student, quality comments will reflect the most current and reliable information on performance and achievement. When developing comments, consider the following:

- identify curriculum outcomes being addressed for that term
- promote, within the student, feelings of confidence in his or her capabilities and anticipation of further success
- reflect student efforts and responsibilities
- identify units of study and, if required, provide information about the context in which learning took place
- identify the student's achievement based on the grade-specific outcomes and criteria set
- identify plans for continued learning.

Quality comments are those that are clearly understood by students and parents, are grammatically correct, and reflect school beliefs and practices.

A progress report sample is included in Appendix B.

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The most crucial part of the communication process is to ensure a shared understanding between the person providing the information and the information receiver. Letter grades, percentages, percentiles, or comments resulting from an activity, test, or assignment must be clear and comprehensive.

Effective communication informs the student, parent, and others about what has been accomplished and what the next steps are in the learning sequence. ... The communication process involves all the key players. However, the greater the role students are given in this process, the richer the information that is shared and the greater the impact on future student learning.

From *A Framework for Student Assessment*, 1997, p. 17. Reproduced with permission of the Alberta Assessment Consortium.

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GRADE-SPECIFIC IMPLEMENTATION ASSISTANCE

This section of the guide is organized by grade level for Kindergarten to Grade 9 and by course name—Physical Education 10, Physical Education 20, Physical Education 30—at the senior high school level. The first page of each grade level/course lists all of the specific outcomes for that grade/course. The following pages in each grade level/course consist of four columns of information organized by dimension.

Specific Outcomes	Illustrative Examples
For illustrative purposes, sample specific outcomes have been selected for each dimension for this section of the guide. They are lettered and numbered to help you reference these to the program of studies. For example "A4–1" refers to General Outcome A at the Grade 4 level (A4–). The "1" indicates that this is the first specific outcome for this general outcome.	Illustrative examples describe how students can demonstrate the selected specific outcomes. They are sample strategies, activities and ideas that help students to achieve the specific outcomes of the program of studies. These examples are suggestions only, and teachers should adapt them to meet the diverse needs of their students in their own context.

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities
This section includes selected specific outcomes, criteria, assessment strategies/activities, evaluation strategies and communication strategies. It is important to remember that the specific outcomes used were randomly selected for each dimension. Teachers can select from any of the prescribed grade/course specific outcomes when planning to assess and evaluate student learning within a particular dimension.	These statements help to reflect on teacher practice and describe how to help students reach the aim of the physical education program—"to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle."

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Kindergarten – Specific Outcomes

General Outcome A: Activity

AK–

Basic Skills

- ☐1 experience and develop locomotor skills through a variety of activities
- ☐2 N/A
- ☐3 experience and develop nonlocomotor skills through a variety of activities
- ☐4 N/A
- ☐5 experience and develop ways to receive, retain and send an object, using a variety of body parts and implements and through a variety of activities
- ☐6 N/A

Application of Basic Skills

- ☐7 experience the basic skills in a variety of environments; e.g., playground
- ☐8 experience movement to respond to a variety of stimuli; e.g., music
- ☐9 experience body awareness when performing dance activities
- ☐10 demonstrate body and space awareness when performing space awareness games
- ☐11 demonstrate an understanding of basic rules and fair play
- ☐12 experience educational gymnastics; e.g., exploring the use of different body parts, types of effort, space and relationships
- ☐13 experience the basic skills of running, jumping, throwing in a variety of environments; e.g., field

General Outcome B: Benefits Health

BK–

Functional Fitness

- ☐1 recognize appropriate nutritional habits
- ☐2 recognize improvement in physical abilities
- ☐3 experience cardio-respiratory activities

Body Image

- ☐4 recognize personal abilities while participating in physical activity
- ☐5 N/A

Well-being

- ☐6 experience how physical activity makes one feel
- ☐7 experience the changes that take place in the body during physical activity
- ☐8 understand the connections between physical activity and emotional well-being; e.g., feels good

General Outcome C: Cooperation

CK–

Communication

- ☐1 begin to develop respectful communication skills appropriate to context
- ☐2 N/A

Fair Play

- ☐3 identify and demonstrate etiquette and fair play

Leadership

- ☐4 experience different roles in a variety of physical activities

Teamwork

- ☐5 display a willingness to play alongside others
- ☐6 N/A

General Outcome D: Do it Daily...for Life!

DK–

Effort

- ☐1 show a willingness to participate regularly in short periods of activity with frequent rest intervals
- ☐2 participate with effort in physical activities

Safety

- ☐3 show a willingness to listen to directions and simple explanations
- ☐4 participate in safe warm-up and cool-down activities
- ☐5 experience moving safely and sensitively through all environments; e.g., movement activities

Goal Setting/Personal Challenge

- ☐6 participate in a class activity with a group goal; e.g., walk a predetermined distance
- ☐7 make choices to be involved in a variety of movement experiences

Active Living in the Community

- ☐8 describe appropriate places for children to play
- ☐9 make choices to be active

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KINDERGARTEN – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Kindergarten specific outcomes.

Specific Outcomes	Illustrative Examples
AK–1 experience and develop locomotor skills through a variety of activities	• Create pathways by playing follow the leader in the snow, using locomotor patterns such as running, galloping and jumping.
AK–7 experience the basic skills in a variety of environments; e.g., playground	• Use the appropriate parts of a playground structure to improve body awareness in such actions as climbing, balancing, hanging, swinging; e.g., perform a balance where two body parts are touching the beam/bridge so that the rest of your body is as still as possible.
BK–3 experience cardio-respiratory activities	• Hike for 15–20 minutes at a brisk pace.
BK–7 experience the changes that take place in the body during physical activity	• Notice changes after vigorous activity; e.g., heart rate increase, or heavier breathing and flushed cheeks.
CK–5 display a willingness to play alongside others	• Share equipment and take turns during an activity.
DK–5 experience moving safely and sensitively through all environments; e.g., movement activities	• Dress appropriately for the activity, taking into consideration such things as weather and location.
DK–8 describe appropriate places for children to play	• Describe the safety features in pools, rinks and parks.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

AK–7 experience the basic skills in a variety of environments; e.g., playground
CK–5 display a willingness to play alongside others
DK–5 experience moving safely and sensitively through all environments; e.g., movement activities
DK–8 describe appropriate places for children to play

Criteria

- plays alongside others
- moves safely around or on equipment
- varies speed of movement and level of movement

Assessment Strategies/Activities

Performance Task

Playground equipment use.

Evaluation Strategies

Checklist (could be used over a number of experiences).

✓= Yes x = No Name	Speed changes	Level changes	Plays well alongside others	Plays safely	Can tell or show a safe place to play

Communication Strategies

Individual and Class Discussion:

- Teacher talks to the individual/class: "I liked how you ..."

Progress Report Comments:

- Child participates safely with others on playground equipment and shows enthusiasm and interest.

Outdoor activities are exciting for young children. Children have the freedom to explore and to make sense of their environment, using a variety of locomotor, nonlocomotor and manipulative skills. In addition to learning and developing these basic movement skills, children should also learn the importance of respect for their environment. Safe outdoor practices in and out of class; e.g., playing with a buddy, telling an adult where you are playing and not touching glass, should be introduced and explained so that children understand their importance and significance. Such projects as having children design a safe playground with small equipment; e.g., blocks and balls, and then having them apply the basic skills on the equipment can be used to ensure children understand safe outdoor practices and experience the basic skills within an alternative environment.

ABCD's of Physical Education

KINDERGARTEN – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Kindergarten specific outcomes.

Specific Outcomes	Illustrative Examples
AK–3 experience and develop nonlocomotor skills through a variety of activities	• Explore a variety of held shapes and balances in the context of an idea; e.g., snowflakes, bubbles. These should involve concepts appropriate to the image, such as high/low, number of parts touching the floor, body shape—wide, narrow, round, twisted.
AK–8 experience movement to respond to a variety of stimuli; e.g., music	• Work with a variety of stimuli—action words, rhyme, poetry, story and music—as the basis for dances.
AK–9 experience body awareness when performing dance activities	• Use opposites, such as high/low and change of speeds; e.g., run quickly then turn slowly into a stretched shape.
BK–3 experience cardio-respiratory activities	• Experience bursts of repetitive, rhythmical travelling; e.g., run, gallop or skip to the beat of a drum/claves or appropriate music.
BK–6 experience how physical activity makes one feel	• Spontaneously show enthusiasm for vigorous rhythmical and expressive movement by a willingness to try again.
CK–4 experience different roles in a variety of physical activities	• Explore and understand simple relationships, such as meeting and parting, leading and following in pairs. Create partner relationships in stillness, such as high and low.
DK–3 show a willingness to listen to directions and simple explanations	• Show responses to such verbal commands as "skip into a space," "freeze in your own space" and "find your partner." Respond to nonverbal indicators, such as travelling rhythms provided by a drum/claves; e.g., two taps for freeze.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities
Selected Specific Outcomes AK–8 experience movement to respond to a variety of stimuli; e.g., music AK–9 experience body awareness when performing dance activities DK–1 show a willingness to participate regularly in short periods of activity with frequent rest intervals **Criteria** • uses a variety of movements; e.g., leaping, sliding, stepping • responds appropriately to a variety of stimuli; e.g., music • engages in the activity **Assessment Strategies/Activities** Performance Task Movement to a piece of music. **Evaluation Strategies** Rubric	Singing games; e.g., "The Farmer in the Dell," and modified folk dances are excellent ways to introduce young children to dance in an instructional environment. Many of the songs and actions are familiar to the children. The teacher and children can include partner work, different forms of locomotor and nonlocomotor actions, and spatial awareness to modify these dances. Teachers can also stress the importance of using different body parts based on their functional and expressive purposes. Singing games and modified folk dances from different cultures can also be included to foster cultural awareness. The use of familiar and fun dances for Kindergarten children helps to create enjoyable and secure feelings in a new and unfamiliar environment.

Name	Enjoys participating 4	Participates willingly 3	Participates with encouragement 2	Reluctant participant 1

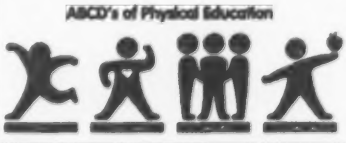
Communication Strategies

Class Discussion:

- Show and tell. Divide the class into two groups. Group 1 performs movements while Group 2 watches. The audience comments on the movements they liked or found interesting. Then they switch, and Group 2 performs while Group 1 watches.

Progress Report Comments:

- Child demonstrates appropriate movement when responding to a variety of stimuli; e.g., poems, music.



KINDERGARTEN – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

The following are selected examples of Kindergarten specific outcomes.

Specific Outcomes	Illustrative Examples
AK–5 experience and develop ways to receive, retain and send an object, using a variety of body parts and implements and through a variety of activities	• Keep a balloon up in the air for as long as possible, using a variety of body parts; e.g., elbows, feet, knees.
AK–10 demonstrate body and space awareness when performing space awareness games	• While moving, change directions, levels and pathways with control.
AK–11 demonstrate an understanding of basic rules and fair play	• Demonstrate respect for each other, by taking turns to choose equipment and by returning equipment to the appropriate location.
BK–1 recognize appropriate nutritional habits	• Play a game of "Simon Says" where a leader calls out a variety of nutritional habits and children perform a certain locomotor pattern if it is an appropriate nutritional habit; e.g., "hop toward the door if you think fruit salad is a nutritious dessert."
BK–3 experience cardio-respiratory activities	• Use upside-down carpet squares on the ground as cars. Put your hands on the squares and run with your feet to push the carpet squares along the ground.
CK–1 begin to develop respectful communication skills appropriate to context	• Practise using positive feedback to encourage and compliment classmates, as they learn a new skill.
CK–5 display a willingness to play alongside others	• Play parachute games to work together to perform necessary actions.
DK–7 make choices to be involved in a variety of movement experiences	• Choose an activity in which to participate or choose specific equipment.
DK–9 make choices to be active	• Be active during the entire physical education class.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

AK–10 demonstrate body and space awareness when performing space awareness games
BK–3 experience cardio-respiratory activities
DK–2 participate with effort in physical activities

Criteria

- moves under control while following line
- shows signs of elevated heart rate
- shows enthusiasm

Assessment Strategies/Activities

Performance Task

Children play a tag-like game where they run on the gym floor lines. The child who is "it" chases others. When a player is tagged that player must hop on the line until "freed" by the touch of another player. Players cannot leave lines to pass others.

Evaluation Strategies

Anecdotal Records:

- observe and record the success of each child in achieving the criteria.

Name	Follows Line	Heart Rate (Tires Easily/Moves Continuously)	Enthusiasm

Communication Strategies

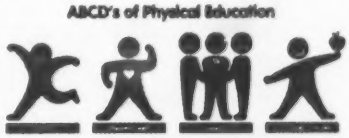
Class Discussion:

- How many did not get caught?
- What did you notice when you were hopping on the line?
- What did you notice when you put your hand on your heart?

Progress Report Comments:

- Child experiences the changes that take place in the body during physical activity.

Children are not miniature adults and, therefore, should not be expected to play formal adult games at a young age. Games that focus on large muscle groups should be emphasized; e.g., tag games, body awareness activities. As well, the equipment should fit the child not vice versa. A variety of sizes, shapes and weights of equipment should be available for children to choose from in order to enhance success. Because of children's short attention spans, instructions need to be short and simple. Low organizational and lead-up games, which allow children to create or add rules, can also lead to developmentally appropriate experiences and feelings of independence and relatedness.



KINDERGARTEN – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Kindergarten specific outcomes.

Specific Outcomes	Illustrative Examples
AK–3 experience and develop nonlocomotor skills through a variety of activities	• Explore shapes of different letters of the alphabet, using the body.
AK–12 experience educational gymnastics; e.g., exploring the use of different body parts, types of effort, space and relationships	• Find as many different ways as possible to travel at a low level/high level, using the floor and small apparatus.

BK–2 recognize improvement in physical abilities	• When revisiting previously learned skills, think back to how you first performed the skill and then perform it to the best of your ability; e.g., "remember when you first learned to walk."
BK–7 experience the changes that take place in the body during physical activity	• Participate in stretching activities and recognize the benefits of being flexible.
BK–8 understand the connections between physical activity and emotional well-being; e.g., feels good	• Perform body actions associated with favourite physical activities, and show the emotions felt while performing; e.g., thrilled when spinning, composed when balancing.

CK–3 identify and demonstrate etiquette and fair play	• Take turns when using equipment.

DK–2 participate with effort in physical activities	• Refine movements to improve performances; e.g., "when landing, make it as quiet as possible."

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Sample Assessment Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

AK–1 experience and develop locomotor skills through a variety of activities

AK–3 experience and develop nonlocomotor skills through a variety of activities

Criteria

- maintains balance and control while moving through space
- holds a balance with control for a count of 3
- varies shapes in a high and low position, using different body parts for balancing

Assessment Strategies/Activities

Performance Task

Children make shapes and balances at various levels on small and large apparatus.

Evaluation Strategies

Analytic Rating Scale

Name: _____

	Consistently	Frequently	Occasionally	Rarely, if ever
Shows movement at high/medium/ low levels	09* 27**	09 20		
Maintains balance		09 27	09 20	
Variety of shapes			09 27	09 20
Uses body parts to show high/low movement	09 27	09 20		

* month
** day

Communication Strategies

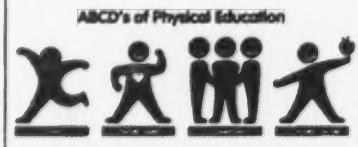
Class Discussion—half of the class is performing and half is observing:

- Demonstration.
- Observing and reporting to peers—one-on-one observation.

Progress Report Comments:

- Child can identify and perform a variety of high and low balance positions.

At the beginning of the educational gymnastics program, children should learn the correct techniques for jumping, landing and rolling. This not only reduces the chance of injury, but also increases body awareness. These skills should first be taught without the use of large equipment. The use of space and equipment should be maximized to avoid children waiting in lines. Children should be reminded of the importance of controlling their movements for their own safety and for the safety of children around them. This not only decreases the likelihood of injury, but also fosters movement competence for future activities.



KINDERGARTEN – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Kindergarten specific outcomes.

Specific Outcomes	Illustrative Examples
AK–5 experience and develop ways to receive, retain and send an object, using a variety of body parts and implements and through a variety of activities	• Develop the ability to aim and project an object toward a target, by participating in a variety of target activities; e.g., beanbag tosses into hoops of various sizes and distances, striking a ball with a stick so that it rolls into a target.
AK–13 experience the basic skills of running, jumping, throwing in a variety of environments; e.g., field	• Set up targets to which a ball is rolled. Imagine the ball is an egg that will break if it bounces, so take a long, low step.
BK–3 experience cardio-respiratory activities	• Travel through an obstacle course that includes such things as tunnels; e.g., crawl under a bench, rivers to jump over; e.g., two skipping ropes placed parallel to each other, mountains to climb; e.g., a trestle or rope, and bridges to cross; e.g., walking across a beam.
BK–4 recognize personal abilities while participating in physical activity	• Try to beat your own record in such activities as twirling a hula hoop around your hips or catching a self-thrown ring.
BK–8 understand the connections between physical activity and emotional well-being; e.g., feels good	• Use words and faces to describe personal feelings after doing activities like throwing to a target.
CK–3 identify and demonstrate etiquette and fair play	• Practise inviting others to be a partner; and respond positively to others when asked to be a partner, agreeing to play together.
DK–1 show a willingness to participate regularly in short periods of activity with frequent rest intervals	• When the teacher asks, "What do you see?" respond together with other children, "What do YOU see?" When the teacher says, "Inch worms crawling on a leaf," mimic this action until the teacher asks the question again.
DK–4 participate in safe warm-up and cool-down activities	• Take part in warm-up and cool-down activities, stretching the joints and muscles that are focused on during the lesson.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

AK–13 experience the basic skills of running, jumping, throwing in a variety of environments; e.g., field
CK–5 display a willingness to play alongside others
DK–1 show a willingness to participate regularly in short periods of activity with frequent rest intervals

Criteria

- sustains moderate to vigorous physical activity
- demonstrates willingness to join in the activity
- drinks water after class
- enjoys participation alone and with others
- verbally identifies feelings that result from participation

Assessment Strategies/Activities

Performance Task

The teacher holds a long, weighted skipping rope and turns it in a circle while children jump over it. Children are taught the importance of drinking water when active; e.g., hydration. Children are asked to perform different movement skills; e.g., jump while rope is turning, using a two foot hop or a one foot hop.

Evaluation Strategies

Anecdotal Notes

Name	Date	Can Do	Needs Assistance	Needs Challenge	Comments
Billy	04/08/00	2 foot hops	sharing space		
Marika	04/08/00	1 foot hop	fitness level		
Angela	04/08/00	double time		add 2nd rope	

Communication Strategies

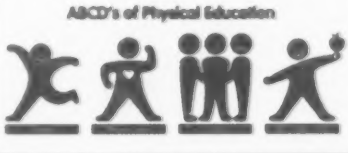
Class Discussion:

- How do you feel?
- Where is it easier to jump?
- Why did I stop turning the rope?
- What happens when you drink water?
- Why is drinking water important?

Progress Report Comments:

- Child recognizes personal abilities while participating in physical activity.

The importance and significance of fitness and nutrition can be introduced at a young age. Because children are still growing, a variety of activities must be introduced to avoid overuse injuries and boredom. For example, fitness can be enhanced through games that use various methods of moving; e.g., jumping, running, skipping and landing. Such activities should have a clear goal and objective that is meaningful to the children. These goals could be constructed by the entire class or by the children individually. Teachers can also introduce how certain foods provide us with energy to complete such activities. Children should be encouraged to continue to be active individually or with a partner; e.g., sibling, friend, parent or guardian, outside of class on a regular basis and to remember the importance of proper nutritional habits.



Grade 1 – Specific Outcomes

General Outcome A: Activity

A1–
Basic Skills

- ☐ 1 perform locomotor skills through a variety of activities
- ☐ 2 N/A
- ☐ 3 perform nonlocomotor skills through a variety of activities
- ☐ 4 N/A
- ☐ 5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others
- ☐ 6 N/A

Application of Basic Skills

- ☐ 7 demonstrate the basic skills in a variety of environments; e.g., tarmac activities
- ☐ 8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music
- ☐ 9 demonstrate body awareness when performing dance activities
- ☐ 10 demonstrate body and space awareness when performing space awareness games
- ☐ 11 demonstrate an understanding of basic rules and fair play for simple games
- ☐ 12 demonstrate the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships
- ☐ 13 demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes

General Outcome B: Benefits Health

B1–
Functional Fitness

- ☐ 1 identify healthy nutritional habits
- ☐ 2 demonstrate ways to improve personal growth in physical abilities
- ☐ 3 experience and improve continued frequency of involvement in cardio-respiratory activities

Body Image

- ☐ 4 recognize personal abilities while participating in physical activity
- ☐ 5 N/A

Well-being

- ☐ 6 describe how physical activity makes you feel
- ☐ 7 recognize the changes that take place in the body during physical activity
- ☐ 8 understand the connections between physical activity and emotional well-being; e.g., feels good

General Outcome C: Cooperation

C1–
Communication

- 1 develop and demonstrate respectful communication skills appropriate to context
- ☐ 2 N/A

Fair Play

- ☐ 3 identify and demonstrate etiquette and fair play

Leadership

- ☐ 4 identify different roles in a variety of physical activities

Teamwork

- ☐ 5 display a willingness to play cooperatively with others in large and small groups
- ☐ 6 N/A

General Outcome D: Do it Daily…for Life!

D1–
Effort

- ☐ 1 show a willingness to participate regularly in short periods of activity with frequent rest intervals
- ☐ 2 demonstrate effort while participating in various activities

Safety

- ☐ 3 show a willingness to listen to directions and simple explanations
- ☐ 4 participate in safe warm-up and cool-down activities
- ☐ 5 move safely and sensitively through all environments; e.g., space awareness activities

Goal Setting/Personal Challenge

- ☐ 6 participate in a class activity with a group goal; e.g., walk a predetermined distance
- ☐ 7 try a challenging movement experience based on personal abilities

Active Living in the Community

- ☐ 8 identify and experience safe places to play in the community
- ☐ 9 make decisions to be active

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GRADE 1 – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Grade 1 specific outcomes.

Specific Outcomes	Illustrative Examples
A1–1 perform locomotor skills through a variety of activities	• In lines of four or five, perform a variety of safe and appropriate locomotor skills in the water. Take turns leading by focusing on a different skill. Upon signal, move from the back of the line to the front to assume leadership.
A1–7 demonstrate the basic skills in a variety of environments; e.g., tarmac activities	• Practise hopscotch, focusing on the underhand toss and controlled hopping, and tetherball, focusing on striking and blocking.
B1–1 identify healthy nutritional habits	• Drink water during/after physical education class.
B1–4 recognize personal abilities while participating in physical activity	• Find a pace at which to walk/run, while travelling around the school field and maintaining a conversation with a partner.
C1–1 develop and demonstrate respectful communication skills appropriate to context	• Tell a partner about the physical activities engaged in at home. The partner is an active listener and demonstrates this through eye contact. If appropriate, try some of the activities with the class.
C1–5 display a willingness to play cooperatively with others in large and small groups	• Create a human obstacle course in which bodies are used as stationary obstacles.
D1–5 move safely and sensitively through all environments; e.g., space awareness activities	• Participate in a safe walk around the community, respecting personal property; e.g., shrubs and flowers, and noticing the traffic signs; e.g., crosswalks, bike paths.
D1–8 identify and experience safe places to play in the community	• Make trips to natural settings during different seasons; e.g., park, hiking trail, outdoor rink.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A1–7 demonstrate the basic skills in a variety of environments; e.g., tarmac activities
B1–4 recognize personal abilities while participating in physical activity
C1–3 identify and demonstrate etiquette and fair play
D1–5 move safely and sensitively through all environments; e.g., space awareness activities

Criteria

- maintains a challenging walking pace
- demonstrates alertness, safety and respect for others and the environment
- uses appropriate journal entries

Assessment Strategies/Activities

Performance Task

The teacher takes students on a walk around their community. Students use a journal to:

- draw pictures of where they saw they could be active in their community
- explain how they felt when they were out walking. They print a sentence below the pictures.

Evaluation Strategies

C = Consistently O = Occasionally
F = Frequently R = Rarely, if ever

Anecdotal Notes (Scale of Performance)

Name	Active Pace				Alert				Safe				Respectful				Comments
	C	F	O	R	C	F	O	R	C	F	O	R	C	F	O	R	
		✓								✓					✓		
		✓				✓			✓					✓			
			✓				✓				✓				✓		
		✓				✓				✓					✓		

Communication Strategies

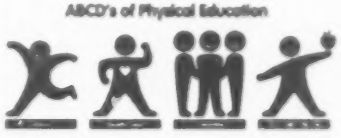
Class Discussion:

- Can you name/identify other places to be active in your community as we pass them?
- Why do we walk?
- Describe the movement of body parts when walking.

Progress Report Comments:

- Student is able to move safely and sensitively through all environments.

Learning how to move safely in a variety of alternative environments is an important concept to stress in early elementary grades. Students should be exposed to proper etiquette and safety precautions when active in various environments; e.g., multipurpose trails. Not only should respect for others be emphasized; e.g., sharing the trail, but also personal safety; e.g., wearing appropriate safety equipment, and respect for the environment they are using; e.g., do not pick the bark off trees, should be addressed. Teachers should help provide examples of other available activities, such as putting together a bicycle rodeo to raise awareness of bicycle safety.



GRADE 1 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Grade 1 specific outcomes.

Specific Outcomes	Illustrative Examples
A1–1 perform locomotor skills through a variety of activities	• Practise locomotor skills; e.g., run, gallop sideways and forward, and skip; and start to explore simple sequences, alternating two actions; e.g., run for eight beats, bounce for eight beats.
A1–8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music	• Working with a variety of stimuli; e.g., action words, rhymes, poetry and music, create clapping patterns to model movement. Explore movement using different tempos and types of music.
A1–9 demonstrate body awareness when performing dance activities	• Explore such concepts as over/under, forward/backward, sudden/sustained and firm/fine.
B1–6 describe how physical activity makes you feel	• Discuss, immediately after participation, the changes that take place in the body during physical activity; e.g., breathing and heart rates increase, body temperature rises.
B1–8 understand the connections between physical activity and emotional well-being; e.g., feels good	• Discuss such aspects as why you like to travel very quickly or why you like jumping, in relation to how your body feels.
C1–1 develop and demonstrate respectful communication skills appropriate to context	• Explore relationship skills in the context of dance movements.
D1–1 show a willingness to participate regularly in short periods of activity with frequent rest intervals	• Explore, then practise and replicate, short sequences of movement.
D1–7 try a challenging movement experience based on personal abilities	• Work to the best of your ability by challenging yourself; e.g., try to hold a difficult balance, remember to use directions and pathways when travelling, experiment with a difficult jump.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A1–9 demonstrate body awareness when performing dance activities
C1–1 develop and demonstrate respectful communication skills appropriate to context
D1–1 show a willingness to participate regularly in short periods of activity with frequent rest intervals

Criteria

- moves with control
- opens and closes body movements as appropriate to the task—wide and narrow
- provides feedback to peers
- changes levels of movement—high, medium, low—frequently
- engages in activity

Assessment Strategies/Activities

Performance Task

Have students move quietly with balance and control, encouraging them to use their bodies to interpret a given stimuli; e.g., animals, airplanes.

Evaluation Strategies

Checklist Yes = ✓ No = x

Name	Moves quietly, with control	Uses open and closed positions	Changes levels of movement (high, medium, low)	Provides positive feedback to peers	Engages in activity

Communication Strategies

Class Discussion:

- Oral feedback at the end of class; e.g., "What activity do you like?", "Why?"

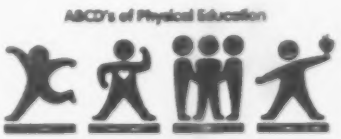
Journal Entry:

- Write or draw about the activity in your journal.

Progress Report Comments:

- Student is able to use his or her body to interpret the movement of various objects.

Creative dance for students in early elementary grades is a great way to begin developing critical thinking skills, body awareness and social interaction. Teachers and students can choose from a variety of stimuli to create their own dances. These dances should incorporate locomotor and nonlocomotor skills into the performance and can be created and performed individually, with a partner or in small groups. The advantages of performing the dances alone or in small groups include: maximizing time on the task and, hence, increasing participation; young students tend to work well in small groups; each student can personalize dances by modifying them according to individual abilities, interests and enjoyment levels.



GRADE 1 – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

The following are selected examples of Grade 1 specific outcomes.

Specific Outcomes	Illustrative Examples
A1–5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others	• Create simple throwing and catching activities, and perform them alone. As skill improves, include activities with a partner.
A1–10 demonstrate body and space awareness when performing space awareness games	• Explore ways to move your body, demonstrating control and stopping on signal. Play "City Streets, Crowded Spaces," where you drive a car—holding a hula hoop like a steering wheel or driving inside of the hoop. Change gears—increase speed—and change direction upon request. Also, move in a smaller space and travel without any collisions!
A1–11 demonstrate an understanding of basic rules and fair play for simple games	• Demonstrate what a safe tag is in a tag game—soft, and touching appropriate areas of the body.
B1–2 demonstrate ways to improve personal growth in physical abilities	• Think of a way to know you are improving a skill and then demonstrate improvement; e.g., can kick the ball further, can throw the ball and hit the target more times than before.
B1–3 experience and improve continued frequency of involvement in cardio-respiratory activities	• Prepare individual or group calendars, charting physical activities undertaken in physical education class, recess, lunch and after school. Discuss what is considered to be a physical activity.
C1–4 identify different roles in a variety of physical activities	• Play small group games of soccer baseball; and during the games, take turns identifying the names and roles of such people as the pitcher and fielders.
C1–5 display a willingness to play cooperatively with others in large and small groups	• Play frozen tag games, and explain why helping others by unfreezing them makes it harder for the person who is "it" to tag everyone.
D1–1 show a willingness to participate regularly in short periods of activity with frequent rest intervals	• Play immunity tag games where students are immune—cannot be tagged—when they are performing a certain action; e.g., doing a stork balance on a carpet square.
D1–5 move safely and sensitively through all environments; e.g., space awareness activities	• In small group games, think of one rule to make sure everyone is safe and then decide on a consequence if the rule is broken.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A1–10 demonstrate body and space awareness when performing space awareness games
C1–4 identify different roles in a variety of physical activities
D1–5 move safely and sensitively through all environments; e.g., space awareness activities

Criteria

- runs without touching anyone
- comes to a quick stop without falling
- adapts movements to move safely

Assessment Strategies/Activities

Performance Task

Scrambled/Hard Boiled Eggs—students gather around the teacher without touching. On the signal "scrambled," they scatter, and on the signal "hard boiled," they stop instantly. Then they come back as quickly as possible, keeping personal space. They practise safe movement to and from the teacher.

Evaluation Strategies

C = Consistently O = Occasionally
F = Frequently R = Rarely, if ever

Analytic Rating Scale

	Assigned Tasks			
	Runs without touching anyone	Comes to a quick stop without falling	Adapts movements to move safely	Comments
Name	C F O R	C F O R	C F O R	
	✓	✓	✓	
	✓	✓	✓	
	✓	✓	✓	
	✓	✓	✓	

Communication Strategies

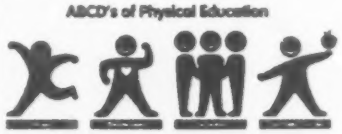
Class Discussion:

- When could you go fast?
- What do you need to watch for?
- How did you stop without falling?

Progress Report Comments:

- Student moves safely and sensitively through all environments; e.g., space awareness.

Young students have very active imaginations. Such creativity should be encouraged and fostered during the physical education class. Students should be provided with the opportunity to create their own games and present their creations to other students. Teachers should work closely with students or groups of students when they are creating their games to ensure they are safe, appropriate and enjoyable for other students. Different themes can be used to generate ideas for games. Examples of stimuli for creating a game might include: using two manipulative skills; using specific body parts; or, using specific types of equipment. Encouraging students to develop and present their own games helps them to develop independence and enjoyment of games, which can lead to more active lifestyles outside of class.



GRADE 1 – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Grade 1 specific outcomes.

Specific Outcomes	Illustrative Examples
A1–3 perform nonlocomotor skills through a variety of activities	• Explore balances and shapes; e.g., perform a balance using three body parts, then perform a balance using three different body parts at a medium level.
A1–12 demonstrate the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships	• Practise skills in a variety of ways; e.g., three different ways to rock your body back and forth on the ground.
B1–4 recognize personal abilities while participating in physical activity	• Create movement sequences that are appropriate for each student. For example, students who are physically disabled may perform balances and shapes in a wheel chair or use other pieces of equipment; e.g., a box, for support.
B1–7 recognize the changes that take place in the body during physical activity	• Talk about the messages that the brain gives the muscles as balances are practised and about how practice helps the muscles learn.
C1–1 develop and demonstrate respectful communication skills appropriate to context	• Watch a partner perform a landing and give appropriate feedback as to whether the partner's heels stuck to the floor, with knees slightly bent.
C1–3 identify and demonstrate etiquette and fair play	• Invent an individual sequence to perform for others. Viewers are to demonstrate proper viewing/observing etiquette.
D1–4 participate in safe warm-up and cool-down activities	• Follow the teacher during a warm-up—over, under, around equipment—before stretching appropriate muscle groups. At the end of the class, stretch the muscle groups that were used during the class.
D1–5 move safely and sensitively through all environments; e.g., space awareness activities	• Improve ability to move with control through playground equipment.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A1–3 perform nonlocomotor skills through a variety of activities
A1–12 demonstrate the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships
B1–4 recognize personal abilities while participating in physical activity

Criteria

- supports body weight, using hands or feet
- moves head first or feet first
- alters movement pattern
- maintains balance and control

Assessment Strategies/Activities

Performance Task

Balancing Act: locomotion on benches or mats. How can we move from one end to the other using only hands and feet? Begin or end this sequence in a balanced position.

Evaluation Strategies

Checklist Yes = ✓ No = x

Name	Supports body weight, using hands and feet	Leads with different body parts	Alters movement pattern	Maintains balance and control

Communication Strategies

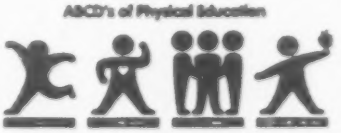
Class Discussion and Demonstration:

- Do a show and tell type activity; e.g., "What do you see Bobby's group doing?"

Progress Report Comments:

- Student demonstrates the basic skills in educational gymnastics; e.g., use of different body parts to create a sequence, showing balance and control while moving.

Gymnastics is an excellent way to provide students with choices in the tasks they perform. Students who feel they have more control and choice in their environment are often more motivated to participate than those who feel "forced" to do a task. Examples of ways to provide students with choice include having them: choose the type and size of equipment they wish to use; choose their partners; design their own gymnastics "sentence" that incorporates the basic skills and movement concepts; and, choose a specific skill to perform within the context of a predetermined objective; e.g., if the objective is to perform a roll, then students could choose to do either a forward roll or a log roll. When providing students with choice, help them to choose activities that match and will improve upon their current ability level.



GRADE 1 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Grade 1 specific outcomes.

Specific Outcomes	Illustrative Examples
Activity	
A1–1 perform locomotor skills through a variety of activities	• Explore different ways to run; e.g., change speed, directions and levels, and then transfer these skills to tag or other running games.
A1–13 demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes	• Skip rope, using a variety of ways to jump; e.g., two feet to two feet, alternating feet, and turn the rope; e.g., singles, doubles, figure eight's.
Benefits Health	
B1–2 demonstrate ways to improve personal growth in physical abilities	• Increase accuracy and distance, when throwing at a target.
B1–3 experience and improve continued frequency of involvement in cardio-respiratory activities	• Work individually, or with a partner, to practise different ways to skip and to create simple skipping routines.
Cooperation	
C1–4 identify different roles in a variety of physical activities	• Play follow the leader in a running or jumping activity.
Do It Daily...For Life!	
D1–2 demonstrate effort while participating in various activities	• Enthusiastically take part in fitness challenges; e.g., see how many rungs you can go through while climbing the monkey bars.
D1–3 show a willingness to listen to directions and simple explanations	• Participate in a game of red light–green light, using appropriate Blackfoot language; e.g., green light = otsisskaanattsi, red light = maohkanattsii.
D1–9 make decisions to be active	• Identify the physical activities participated in since the last class.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A1–13 demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes

B1–3 experience and improve continued frequency of involvement in cardio-respiratory activities

Criteria

- throws object into hoop/target
- uses foot patterns—1 to 1, 1 to 2, 2 to 1
- plays fairly
- moves continuously
- encourages partner to succeed
- follows rules

Assessment Strategies/Activities

Performance Task

Students demonstrate hopscotch skills with partners, using small hoops.

Evaluation Strategies

Checklist Yes = ✓ No = x

Name	Throws object into hoop	Moves continuously	Can use foot patterns	Plays fairly	Encourages partner to succeed	Follows rules

Communication Strategies

Class Discussion:

- How do we play fairly?
- What happens when your partner doesn't follow the rules?
- What part of your body feels tired?

Progress Report Comments:

- Student has been able to continually demonstrate the basic skills of jumping and throwing.

Active Living Opportunities

Individual activities that focus on body awareness are important to incorporate into the early elementary program. In order to evaluate correct body mechanics at the advanced elementary grades, students need to identify the different parts of their body and how they coordinate with other body parts to create movement. For example, focus on the actions of the arm, such as throwing, dribbling, blocking, lifting, catching and striking. These actions could be performed with different objects; e.g., beanbags, balls, parachutes, scarves, discs and rings. As students gain an understanding of the actions that can be performed by their arms, they begin to understand how arms work in conjunction with other body parts; e.g., legs.

Grade 2 – Specific Outcomes

General Outcome A: Activity

A2–
Basic Skills

- ☐ 1 select and perform locomotor skills involved in a variety of activities
- ☐ 2 N/A
- ☐ 3 select and perform nonlocomotor skills involved in a variety of activities
- ☐ 4 N/A
- ☐ 5 select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others
- ☐ 6 N/A

Application of Basic Skills

- ☐ 7 select and perform basic skills in a variety of environments and using various equipment; e.g., obstacle course
- ☐ 8 demonstrate basic dance steps and movement; e.g., creative, folk, line, sequence and novelty, alone and with others, by using elements of effort, space and relationship
- ☐ 9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others
- ☐ 10 create and play body and space awareness games
- ☐ 11 apply basic rules and fair play while playing and learning the strategies of lead-up games
- ☐ 12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence
- ☐ 13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching

General Outcome B: Benefits Health

B2–
Functional Fitness

- ☐ 1 recognize that "energy" is required for muscle movement
- ☐ 2 describe ways to improve personal growth in physical abilities
- ☐ 3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities

Body Image

- ☐ 4 identify personal physical attributes that contribute to physical activity
- ☐ 5 N/A

Well-being

- ☐ 6 describe how the body benefits from physical activity
- ☐ 7 identify changes that take place in the body during physical activity
- ☐ 8 understand the connections between physical activity and emotional well-being; e.g., feels good

General Outcome C: Cooperation

C2–
Communication

- ☐ 1 identify and demonstrate respectful communication skills appropriate to context
- ☐ 2 N/A

Fair Play

- ☐ 3 identify and demonstrate etiquette and fair play

Leadership

- ☐ 4 accept responsibility for assigned roles while participating in physical activity

Teamwork

- ☐ 5 display a willingness to play cooperatively with others of various abilities, in large or small groups
- ☐ 6 N/A

General Outcome D: Do it Daily...for Life!

D2–
Effort

- ☐ 1 express a willingness to participate regularly in physical education class
- ☐ 2 identify personal factors that encourage movement

Safety

- ☐ 3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity
- ☐ 4 demonstrate and participate in safe warm-up and cool-down activities
- ☐ 5 demonstrate moving safely and sensitively in various environments; e.g., modified games

Goal Setting/Personal Challenge

- ☐ 6 practise setting a short-term goal related to positive effort to participate in a physical activity
- ☐ 7 identify ways to change an activity to make it a challenge based on personal abilities

Active Living in the Community

- ☐ 8 identify types of physical activities people choose within the community
- ☐ 9 make appropriate movement choices considering personal space, safety, ability and the surrounding environment

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GRADE 2 – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Grade 2 specific outcomes.

Specific Outcomes	Illustrative Examples
A2–1 select and perform locomotor skills involved in a variety of activities	• Participate in a cross-country run, hike, walk or bike trip in a park or appropriate natural setting. Discuss the importance of preserving the environment, and discuss the activities that do not disturb the natural environment.
A2–7 select and perform basic skills in a variety of environments and using various equipment; e.g., obstacle course	• Pick up a ring from the bottom of a pool.
B2–1 recognize that "energy" is required for muscle movement	• Participate in a skating activity that is challenging and requires effort.
B2–3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities	• Participate in an obstacle course, fun run or walk.
C2–5 display a willingness to play cooperatively with others of various abilities, in large or small groups	• Create games in the snow and encourage classmates to be active and involved.
D2–5 demonstrate moving safely and sensitively in various environments; e.g., modified games	• Skate at a local outdoor/indoor rink. Review safety equipment and procedures.
D2–7 identify ways to change an activity to make it a challenge based on personal abilities	• Make a rule or equipment change to an activity that will allow everyone to be challenged, regardless of ability.
D2–8 identify types of physical activities people choose within the community	• Create a bulletin board of physical activities that occur in the neighbourhood. Divide the bulletin board into four quarters, representing the different seasons.
D2–9 make appropriate movement choices considering personal space, safety, ability and the surrounding environment	• Take turns leading one warm-up game each day.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A2–1 select and perform locomotor skills involved in a variety of activities
D2–4 demonstrate and participate in safe warm-up and cool-down activities

Criteria

- performs simple stretches while balancing on skates
- skates forward and stops
- starts and stops independently
- pushes, glides, snowplows and sculls

Assessment Strategies/Activities

Performance Task

While skating at an outdoor rink, students warm up, learn skating skills and cool down at the end of the session.

Evaluation Strategies

Checklist	Yes	No
Can stand on skates and bend over to touch toes		
Can skate forward		
Can come to a complete, independent stop		
Can push off with one skate (T-push)		
Can scull forward		
Can glide		
Can snowplow		
Participates in a safe manner for himself/herself and others		

Communication Strategies

Class Discussion:

- Share the checklist criteria with the entire class. Ask students to reflect on their own skills.
- Invite parent to attend and participate in a skating class.

Progress Report Comments:

- Student is able to select and perform locomotor skills on skates.

Teaching students how to read and design a map is a great way for them to understand their environment and how to move safely in it. Teachers can provide students with a predesigned map of the school playground, stations in the gymnasium or play spaces on school property and have them visit certain checkpoints identified on the map. Students can also create their own maps of familiar areas; e.g., school playground, for other students to use. The maps should include easily identifiable landmarks and directions. If safe and appropriate, use the maps during different seasons to see how the environment changes. Different forms of locomotion can also be identified and used. For example, students could go from using bicycles in the fall to using skis in the winter and then to walking/running in the spring.

GRADE 2 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Grade 2 specific outcomes.

Specific Outcomes	Illustrative Examples
A2–3 select and perform nonlocomotor skills involved in a variety of activities	• Perform a variety of shapes and balances using stillness; e.g., looking shapes, settling into stillness, shrinking. Involve appropriate concepts, such as body bases—standing, sitting, kneeling, lying—and high, low and medium levels of movement.
A2–8 demonstrate basic dance steps and movement; e.g., creative, folk, line, sequence and novelty, alone and with others, by using elements of effort, space and relationship	• Create sequences of movement involving more than one concept, such as skipping in a zigzag—action and pathway—and matching a partner with a sideways gallop—action and relationship.
A2–9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others	• Practise simple movement sequences, focusing on more than one factor at a time; e.g., creep really slow, gently reaching each foot to the floor, sometimes travelling forward, sometimes sideways.

B2–4 identify personal physical attributes that contribute to physical activity	• Perform a simple folk dance, and identify what skills are needed to do the dance well. Practise those skills on their own. For example, if marching is involved, practise marching and focus on the key elements, such as keeping rhythm, high knees and head up.

C2–1 identify and demonstrate respectful communication skills appropriate to context	• Express positive comments and display appropriate body language during partner dances.
C2–5 display a willingness to play cooperatively with others of various abilities, in large or small groups	• Select a partner with whom you have not worked recently to do partner work. Use cooperative language during dance activities.

D2–3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity	• Hear and anticipate changes in more complex pieces of music, and be able to respond accordingly with the movement ideas being explored; e.g., differentiate between chorus and verses.
D2–7 identify ways to change an activity to make it a challenge based on personal abilities	• Explore dance concepts through another subject area; e.g., science—bugs in dance; explore the movement characteristics of a couple of insects, including such things as rhythm, pathway of travel, flight and landing, and jumping patterns. Develop an individual or partner sequence showing these characteristics.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A2–9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others

B2–3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities

Criteria

- performs a dance sequence that matches the written sequence
- interprets and performs action words and demonstrates "strength"
- links action words smoothly
- participates in activity
- uses movement consistent with theme

Assessment Strategies/Activities

Performance Task

Create and perform a dance sequence to a theme; e.g., animal movement, include running, jumping, landing, spinning and creeping—four creeping steps + one pounce repeated.

Evaluation Strategies

Analytic Rating Scale (teacher, peer and/or self-evaluation)

Name: _____

	Consistently	Frequently	Occasionally	Rarely, if ever
Performance matches written sequence	•	•	•	•
Interpretation and demonstration of action words	•	•	•	•
Motion words linked smoothly	•	•	•	•
Participates in activity	•	•	•	•
Movement is consistent with theme	•	•	•	•

Communication Strategies

Class Discussion:

- Show and tell—divide the class into halves. The first half performs while the other half watches. The group that observed the performers shares what they saw and liked. Then the roles are switched.

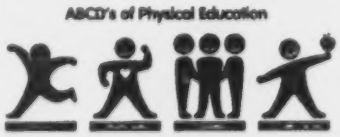
Parents' Night:

- Invite students and parents to an active living night. The purpose of the evening would be to allow parents to experience the enjoyment of physical activities that are part of the physical education outcomes. It may help with their understanding of the value of active lifestyles both in and out of school and to gain support for the program. Students and parents may participate in activities, such as viewing a dance and then creating one.

Progress Report Comments:

- Student is able to create and perform a dance sequence.

Folk dance is an excellent way to start combining locomotor and nonlocomotor skills. These skills can be introduced in the context of different relationship (e.g., partner, small groups), spatial (e.g., set floor patterns) and effort (e.g., fast and slow) concepts. Folk dance is also an excellent way to integrate subject matter from other components of the school curriculum. To ensure students have an enjoyable and successful experience, teachers should try to adapt and modify the folk dances to suit the needs and abilities of the students. For example, modifying complex dance steps, reducing large group activities and selecting slower tempo music are just some of the ways to ensure a match between the abilities of the students and the complexity of the dance.



GRADE 2 – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

The following are selected examples of Grade 2 specific outcomes.

Specific Outcomes	Illustrative Examples
A2–5 select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others	• Create a target game, where one partner sends an object to the target and the other partner gives feedback on one or two aspects of form; e.g., trunk twists, eyes on target.
A2–10 create and play body and space awareness games	• Play tag games to increase awareness of locomotor patterns and personal space.
A2–11 apply basic rules and fair play while playing and learning the strategies of lead-up games	• Create and play a net game, using the skills of catching a beanbag and throwing into an open space of a partner's court.
B2–1 recognize that "energy" is required for muscle movement	• Take a pulse rate before, during and after vigorous exercises to recognize the effects of activity.
B2–2 describe ways to improve personal growth in physical abilities	• Identify the skills and strategies of net and wall games that would improve own play.
C2–4 accept responsibility for assigned roles while participating in physical activity	• Demonstrate the importance of working together and assuming different responsibilities to achieve a common goal while engaging in cooperative games; e.g., parachute games, initiative tasks.
D2–1 express a willingness to participate regularly in physical education class	• Make a list of games learned in physical education that could be played at recess or at home; e.g., tag games, skipping games, tarmac games.
D2–6 practise setting a short-term goal related to positive effort to participate in a physical activity	• With a partner, set a goal to try and reach together; e.g., when using a badminton racquet, how many hits can be made consecutively to keep a balloon off the ground. Do the activity again but try to beat the original score.
D2–7 identify ways to change an activity to make it a challenge based on personal abilities	• Participate in a small-group game and think of one way to make the game more challenging, then use the ideas.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A2–5 select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others

A2–9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others

A2–11 apply basic rules and fair play while playing and learning the strategies of lead-up games

C2–3 identify and demonstrate etiquette and fair play

C2–5 display a willingness to play cooperatively with others of various abilities, in large or small groups

Criteria

- performs two-handed throw (send)
- retrieves ball
- retains ball with control
- varies distance needed for success depending on type of throw
- works with others

Assessment Strategies/Activities

Performance Task

Knock Down Game—two handed throwing game; throw to knock down skittles, pylons.

Evaluation Strategies

Checklist Yes = ✓ No = x

Name	Performs two-handed throw	Retrieves ball	Retains ball with control	Varies distance	Works with others

Communication Strategies

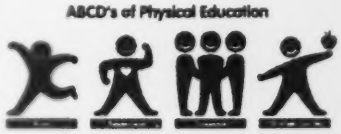
Class Discussion:

- How far from the target can you be and still be successful?
- What types of throws can you use?
- How can you challenge yourself?
- What rules can we add to the game?
- Did you hear/give positive comments during the activity?
- Did you follow the rules?

Progress Report Comments:

- Student is able to receive, retain and send an object consistently; e.g., knock down game, modified floor hockey.

Lead-up games introduce students to the basic skills before they are expected to play the formal version of the game. Lead-up games combine locomotor, nonlocomotor and manipulative skills; introduce the concept of role playing, such as offensive and defensive roles; and introduce tactics and strategies. Lead-up games can be developed and/or modified by the teacher or by the students. Equipment, rules, roles, playing area and size of teams can all be modified to ensure the game meets the needs and abilities of students. In small-sided games, teachers and students make modifications to allow for maximum participation; e.g., three-on-three rather than five-on-five. Providing students with the opportunity to apply the basic skills in a game context increases the likelihood of future success in formal games.



GRADE 2 – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Grade 2 specific outcomes.

Specific Outcomes	Illustrative Examples
A2–1 select and perform locomotor skills involved in a variety of activities	• Use small and large apparatus to set up stations, and use task cards to guide exploration of the themes of balance, travel, flight, takeoff and landing; e.g., using a low box and beat board, find ways to travel, mount and dismount, showing different shapes or control in flight.
A2–12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence	• Create a movement sequence that includes locomotor movements, landings and balance.
B2–2 describe ways to improve personal growth in physical abilities	• Identify ways to improve a gymnastic skill; e.g., tuck jump, cartwheel action, sustained balances.
B2–3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities	• Rotate through stations involving flexibility; e.g., side splits, strength; e.g., climbing a rope, and endurance; e.g., animal walks/ movements.
C2–1 identify and demonstrate respectful communication skills appropriate to context	• Listen to and work with the ideas of a partner to design and perform a sequence.
C2–3 identify and demonstrate etiquette and fair play	• Observe a partner's performance and offer positive, reinforcing feedback.
D2–2 identify personal factors that encourage movement	• Identify places in the community where it is safe to play.
D2–4 demonstrate and participate in safe warm-up and cool-down activities	• Run, jump and land in and around the equipment, as a warm-up, and stretch at the beginning and end of class.
D2–6 practise setting a short-term goal related to positive effort to participate in a physical activity	• Complete an obstacle course, travelling over and under gymnastic equipment throughout the gymnasium. Complete the course twice and focus on an improvement goal; e.g., not touching parts of the equipment.
D2–7 identify ways to change an activity to make it a challenge based on personal abilities	• Practise jumping and landing from a height, and add a shape while in the air; e.g., star shape, tuck shape, skateboarder moves.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A2–12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships, to develop a sequence

C2–4 accept responsibility for assigned roles while participating in physical activity

D2–6 practise setting a short-term goal related to positive effort to participate in a physical activity

Criteria

- starts on floor
- goes onto equipment safely
- balances on equipment
- comes off equipment safely
- rolls on mat
- uses all equipment
- demonstrates fluid movement

Assessment Strategies/Activities

Performance Task

Using stations, perform sequences involving start position on floor, onto equipment, balance, off equipment, roll, end position on floor.

Evaluation Strategies

Checklist Yes = ✓ No = x

Name	Starts on floor	Goes onto equipment safely	Balances on equipment	Comes off equipment safely	Rolls on mat	Uses all equipment	Demonstrates fluid movement

Communication Strategies

Class Discussion:

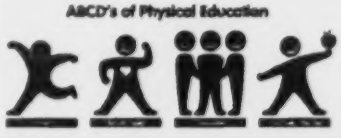
- Group feedback.
- Teacher and student (one-on-one) review of checklist.

Progress Report Comments:

- Student is able to perform a four-move sequence on the floor and apparatus.

Using the concept of a "sentence," help direct students to design their own movement sequences. Each sentence should have a theme or objective; e.g., transferring weight to different body parts. The sentence should have a good beginning (capital) and a good ending (period). The body of the sentence should reflect the theme or objective that has been predetermined and should be easily individualized for each student. For example, if the theme is transferring body weight from body part to body part, some students may wish to transfer their body weight to five different body parts along the floor. For others, they may create a more complex sentence that involves transferring their body weight to different body parts while using small and/or large equipment. Students should also be reminded to include only safe practices in their sentences.

ABCD's of Physical Education



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GRADE 2 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Grade 2 specific outcomes.

Specific Outcomes	Illustrative Examples
A2–5 select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others	• Use a variety of objects to practise throwing at a target; e.g., softballs, balloons, whiffle balls.
A2–13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching	• Combine running and throwing skills to practise throwing a beanbag for distance.
B2–6 describe how the body benefits from physical activity	• Participate in a walk and jog program, increasing distance over time; e.g., a run for fun, cross-country. Monitor changes in performance; e.g., time, ease to complete the course.
B2–7 identify changes that take place in the body during physical activity	• Identify thirst and changes in skin temperature and heart speed after an activity as indicators of exertion.
B2–8 understand the connections between physical activity and emotional well-being; e.g., feels good	• Skip rope and demonstrate strategies to be more successful; e.g., shorten the rope or use a different type of rope. Identify the change in feeling from frustration to pride.
C2–5 display a willingness to play cooperatively with others of various abilities, in large or small groups	• Work together in small groups to develop jump-rope and tinikling routines. Tinikling is a game/dance with long bamboo poles.
D2–1 express a willingness to participate regularly in physical education class	• Chart the number of laps run around a course over a period of time.
D2–2 identify personal factors that encourage movement	• Participate in novel or creative activities that reflect current trends; e.g., hip-hop dance.
D2–6 practise setting a short-term goal related to positive effort to participate in a physical activity	• Run and jump—one-foot takeoff, two-foot landing—in the sand and on grass. Measure distances and set personal goals.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A2–13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching

A2–7 select and perform basic skills in a variety of environments and using various equipment; e.g., obstacle course

C2–5 display a willingness to play cooperatively with others of various abilities, in large or small groups

Criteria

- crawls, walks, runs, jumps and climbs on, around, under and over various playground equipment
- demonstrates safety considerations for self and others
- identifies strengths and limitations of self and others
- works with others
- participates willingly

Assessment Strategies/Activities

Performance Task

Move through an obstacle course that uses playground equipment.

Evaluation Strategies

Checklist: Self-evaluation		Yes	No
I participated at all stations.			
I did my best.			
I showed respect and patience for others.			
I was able to do the following:	running		
	crawling		
	walking		
	jumping		
	climbing		
I need to improve at:	running		
	crawling		
	walking		
	jumping		
	climbing		

Communication Strategies

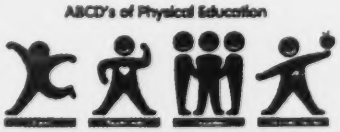
Class Discussion:

- To be successful, what different ways did you have to move?
- Can you give examples of what you could do to show you could play cooperatively with others?

Progress Report Comments:

- Student demonstrates a willingness to play and share ideas, space and equipment with others.

The Canadian Active Living Challenge (CALC), published by the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD), is an excellent way for elementary school students to monitor their physical activity levels. The posters used in the program for Grade 2 require students to colour in one footstep for every 15 minutes of physical activity in which they participate. They can also colour in a footstep for learning about components of physical activity; e.g., nutrition, muscles and body parts, and a "bonus" footstep if they are physically active outside of class with a friend, a family member or participate in a new physical activity. By monitoring their own progress, students are often motivated to be active after school and feel good about their personal achievements.



Grade 3 – Specific Outcomes

General Outcome A: Activity

A3–

Basic Skills

- ☐1 respond to a variety of stimuli to create locomotor sequences
- ☐2 N/A
- ☐3 respond to a variety of stimuli to create nonlocomotor sequences
- ☐4 N/A
- ☐5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and, perform manipulative skills individually and with others while using a variety of pathways
- ☐6 N/A

Application of Basic Skills

- ☐7 select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing
- ☐8 select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others
- ☐9 select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others
- ☐10 perform and play lead-up games and demonstrate elements of space awareness, effort and relationship
- ☐11 demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead-up games
- ☐12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence
- ☐13 manipulate a variety of small objects while performing basic skills to demonstrate personal control; e.g., juggling

General Outcome B: Benefits Health

B3–

Functional Fitness

- ☐1 describe the concept of energy required for muscles
- ☐2 demonstrate and describe ways to improve personal growth in physical abilities
- ☐3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities

Body Image

- ☐4 describe personal physical attributes that contribute to physical activity
- ☐5 N/A

Well-being

- ☐6 describe the benefits of physical activity to the body
- ☐7 describe the changes that take place in the body during physical activity
- ☐8 understand the connections between physical activity and emotional well-being; e.g., feels good

General Outcome C: Cooperation

C3–

Communication

- ☐1 describe and demonstrate respectful communication skills appropriate to context
- ☐2 N/A

Fair Play

- ☐3 identify and demonstrate etiquette and fair play

Leadership

- ☐4 accept responsibility for assigned roles while participating in physical activity

Teamwork

- ☐5 display a willingness to share ideas, space and equipment when participating cooperatively with others
- ☐6 N/A

General Outcome D: Do it Daily...for Life!

D3–

Effort

- ☐1 express a willingness to participate regularly in physical education class
- ☐2 describe factors that encourage movement and a personal feeling about movement

Safety

- ☐3 demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity
- ☐4 demonstrate and participate in safe warm-up and cool-down activities
- ☐5 tell about safe movement experiences in various environments; e.g., gymnastic equipment

Goal Setting/Personal Challenge

- ☐6 set and achieve a short-term goal to increase effort and participation in one area of physical activity
- ☐7 identify ways to change an activity to make it a challenge based on personal abilities

Active Living in the Community

- ☐8 describe types of physical activities people choose within the community and reasons for their choices
- ☐9 make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment

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GRADE 3 – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Grade 3 specific outcomes.

Specific Outcomes	Illustrative Examples
A3–5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and, perform manipulative skills individually and with others while using a variety of pathways	• Design and participate in a running route around the school area. Throughout the year, use different forms of locomotion to get around the course; e.g., snowshoeing, cross-country skiing.
A3–7 select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing	• Play snow golf or snow ball using a brightly coloured playground ball. Use a play area that encourages the use of different pathways; e.g., throw in different directions, walk/run at different levels.
B3–3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities	• Create an outdoor fitness course, with guidance from the teacher, using various stations that emphasize different components of fitness.
B3–8 understand the connections between physical activity and emotional well-being; e.g., feels good	• Describe feelings after participating in a physical activity outside.
C3–5 display a willingness to share ideas, space and equipment when participating cooperatively with others	• Using a string course, which is a short orienteering course marked by a continuous ribbon or yarn, work in pairs to find different sites marked on a simple map and colour each site in with the appropriate map colours located at each check-in station.
D3–6 set and achieve a short-term goal to increase effort and participation in one area of physical activity	• Use team-building games to work together to achieve a common goal; e.g., must move one mat, two tires and two ropes from one end of the field to the other without any body parts touching the ground.
D3–8 describe types of physical activities people choose within the community and reasons for their choices	• Identify local facilities in your community used for physical activity.
D3–9 make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment	• Brainstorm equipment needs for a day trip; e.g., footwear, clothing, food and first-aid kit, and review safety rules.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A3–7 select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing

B3–3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities

C3–5 display a willingness to share ideas, space and equipment when participating cooperatively with others

D3–9 make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment

Criteria

- performs exercises
- identifies the components of health-related fitness
- participates willingly with others
- demonstrates the correct and safe technique for each exercise
- participates with effort

Assessment Strategies/Activities

Performance Task

Health-related circuit: Students participate in circuit training—bench stepping, jogging, crunches, pushups, straight arm hang, stretching.

Evaluation Strategies

Rubric—Positive Attitude/Health-related Fitness

4	Can perform all exercises properly Can describe components of fitness and specific benefits of each Eagerly works with all classmates Excellent participation in activities Excellent enthusiasm and interest
3	Can perform most exercises properly Can describe at least one component of fitness and a specific benefit Frequently works well with classmates Very good participation in activities Demonstrates enthusiasm and interest in activities
2	Can perform some exercises properly With teacher/peer assistance, can describe a component of fitness and its benefit Usually works well with classmates Good participation in activities with few breaks Demonstrates enthusiasm and interest in activities
1	Can perform one or two exercises with support With much support, can recognize some components of fitness and some benefits Rarely, if ever, works with others Needs to be encouraged to participate Tries, if motivated by teachers/peers, but needs reminders

Communication Strategies

Class Discussion:

- Assist students to understand that various activities are beneficial for more than one component of fitness; e.g., bench stepping helps develop both cardio-respiratory fitness and endurance of the legs. Determine/encourage through discussion, family opportunities for active lifestyle choices.

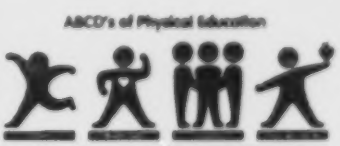
Classroom Display/Learning Centre:

- Use media to display components of fitness; e.g., photographs.
- Have a computer station with appropriate software.

Progress Report Comments:

- Student is able to perform circuit training exercises enthusiastically.

Exposing students to physical activities used by other cultures and explaining their significance in the culture helps students gain an appreciation and understanding of a variety of traditions and customs. Activities that raise awareness and respect for such diversity are, therefore, important to incorporate during the early elementary years. Increasing cultural awareness through physical activity not only improves student willingness to work with others, but also helps to foster a sense of community and connectedness with family, friends and others within and outside the classroom. Examples of activities might be the use of different forms of transportation, such as dogsledding—have students work together to pull a sled—and canoeing—have students build canoes out of cardboard boxes and manoeuvre them through an obstacle course.



GRADE 3 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Grade 3 specific outcomes.

Specific Outcomes	Illustrative Examples
A3–1 respond to a variety of stimuli to create locomotor sequences	• Improve fluency in locomotor skills; e.g., run with and without a break, gallop forward and sideways, skip. Explore combinations; e.g., run for four beats, freeze for four beats. Pathway or direction changes and matching or following a partner can be included. Perform to music.
A3–8 select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others	• Perform a folk dance.
A3–9 select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others	• Explore complex action words; e.g., dark, expand, contract, advance, retreat, anchor, through the use of aspects of space and effort. Explore more difficult partner relationships; e.g., rush together in a group of three, then scatter and freeze.
B3–1 describe the concept of energy required for muscles	• Create a dance based on syllables; e.g., one syllable word—plum (bounce), two syllable word—melon (expand, contract), three syllable word—banana (sustained turn). Refer to *Canada's Food Guide to Healthy Eating* to identify the role of fruit as part of a healthy diet.
B3–6 describe the benefits of physical activity to the body	• Identify various dance tasks that cause increased heart rate, strength and flexibility during participation.
C3–1 describe and demonstrate respectful communication skills appropriate to context	• Show a willingness to work with different partners/groups and express positive comments to all partners.
C3–5 display a willingness to share ideas, space and equipment when participating cooperatively with others	• Participate in dance tasks involving the sharing of a prop; e.g., a musical instrument, an umbrella, an elastic.
D3–2 describe factors that encourage movement and a personal feeling about movement	• Choose music appropriate for the intended dance activity. Reflect on whether this helped to increase enjoyment of the experience.
D3–7 identify ways to change an activity to make it a challenge based on personal abilities	• Explore a dance idea, and discuss ways in which you could choose to increase an aspect of difficulty; e.g., reverse the order of the sequence or show a different balance each time a freeze occurs.
D3–9 make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment	• Discuss strategies for safety when moving in space; e.g., rushing, weaving in and out of a space. Focus on light landings and transitions, such as jump, land, tumble. Discuss personal space.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A3–9 select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others

D3–7 identify ways to change an activity to make it a challenge based on personal abilities

D3–9 make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment

Criteria

- starts on the correct foot
- takes one running step on each count
- moves smoothly within each part of the dance
- moves continuously between each part of the dance
- moves together with group—size of steps, unison, even tempo, safety
- distinguishes among movement patterns; e.g., diagonal, right, left, under

Assessment Strategies/Activities

Performance Task

Folk Dance—Troika—Students perform the troika.

Evaluation Strategies

Rubric

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Movement sequence	consistently performs movement accurately and in rhythm	frequently performs movement accurately and in rhythm	occasionally performs movement accurately and in rhythm	rarely performs movement accurately and in rhythm
Dance formation	consistently stays in formation for entire dance	frequently stays in formation	occasionally stays in formation	rarely stays in formation
Group movement	consistently coordinates movement with others	frequently coordinates movement with others	occasionally coordinates movement with others	rarely coordinates movement with others

Communication Strategies

Class Discussion:

- Discuss European culture and how the troika represents the use of horses and carriages in that culture.
- Discuss the meaning of movements.

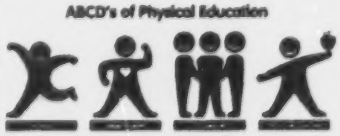
Videocassette Presentation:

- This can be shared at parent/teacher/student conferences.
- Students can take the videocassette home to view with parents.

Progress Report Comments:

- Student is able to perform a folk dance with partners.

Creative dance is an excellent way to integrate components from other curricular subjects. Stimuli that build upon concepts from other subjects can assist students in gaining a better understanding of their meaning and importance. Examples of stimuli that might be used include weather, geographic locations, significant historical events, gravity and literature. Creative dances can be ones selected or created by the teacher or students. When choosing a stimulus, it is important that it activates movement, can be made alive by changing dynamics; e.g., effort concepts, suggests a varied use of space, and implies a relationship concept whereby students either dance alone, with others or with something.



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GRADE 3 – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

The following are selected examples of Grade 3 specific outcomes.

Specific Outcomes	Illustrative Examples
A3–5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and, perform manipulative skills individually and with others while using a variety of pathways	• Use games that provide practice in sending and receiving with control, and in accurately projecting an object; e.g., keep away, bench ball.
A3–10 perform and play lead-up games and demonstrate elements of space awareness, effort and relationship	• Play the fielding lead-up game of soccer baseball, using the progressional skills and basic strategies to be effective.
A3–11 demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead-up games	• Participate in net and wall games; and see how many continuous shots partners can make to each other, while moving from side to side or forward and back.
B3–2 demonstrate and describe ways to improve personal growth in physical abilities	• After playing a game, identify one skill to improve and then practise this skill; e.g., practise throwing to improve accuracy in dodgeball.
B3–6 describe the benefits of physical activity to the body	• Identify a component of fitness, and create a game that addresses that component.
C3–1 describe and demonstrate respectful communication skills appropriate to context	• Identify key words that foster teamwork during games, and use only these words during the game. Add or remove words during breaks.
C3–4 accept responsibility for assigned roles while participating in physical activity	• Identify key roles in team games; e.g., thrower and catcher, and upon signal, rotate positions in order to experience all roles.
C3–5 display a willingness to share ideas, space and equipment when participating cooperatively with others	• Design small group fielding games. Discuss and agree on the equipment to be used; e.g., racquets or paddles, and on the dimensions of the playing area.
D3–1 express a willingness to participate regularly in physical education class	• Maintain an activity log, set activity goals and plan ways to increase or maintain participation in physical activities outside of physical education class.
D3–3 demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity	• When playing a team game, follow rules and demonstrate skills that have been practised.
D3–5 tell about safe movement experiences in various environments; e.g., gymnastic equipment	• Create a game, and when explaining the game to classmates, identify the key safety rules.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A3–10 perform and play lead-up games and demonstrate elements of space awareness, effort and relationship

B3–2 demonstrate and describe ways to improve personal growth in physical abilities

C3–4 accept responsibility for assigned roles while participating in physical activity

D3–3 demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity

Criteria

Throwers	Defenders
• change of direction and position • running change of pace • faking, starting, stopping • overhand, underhand throwing action • work with teammates	• balance • faking • change of position • change of movement/pace • use any part of body to block shot

Assessment Strategies/Activities

Performance Task

Invasion Team Game (Guarding the Hoop)—three players per team; area 20 m × 20 m. One team with a beanbag or a soft ball starts behind an area marked with a skipping rope. The other team defends the hoop, which is lying on the ground. The team with the beanbag or ball tries to throw it into the hoop.

Evaluation Strategies

Analytic Rating Scale: Student Self-evaluation

Evaluation Scale	Strategies	Scale (Circle)
4 do all of the time 3 do most of the time 2 do some of the time 1 do a few times	1. I pass to teammates 2. I move to open spaces 3. I am in the ready position 4. I guard my opponent 5. I move myself between the hoop and the person I am guarding 6. I know where the ball is 7. I am ready to catch the ball 8. I fake well to confuse my opponent	4 3 2 1 4 3 2 1 4 3 2 1 4 3 2 1 4 3 2 1 4 3 2 1 4 3 2 1 4 3 2 1

Communication Strategies

Class Discussion:

- Demonstration by a model group with feedback.
- Post student self-evaluation scale.

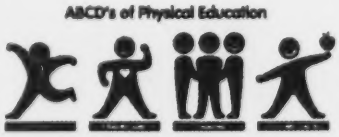
Parent/Teacher/Student Conference:

- Students share samples of various assessment tools from their physical education portfolios.
- Students explain their understanding of physical education outcomes.

Progress Report Comments:

- Student is able to play lead-up games and demonstrate elements of space awareness, effort and relationships.

Research has indicated that using self-talk to learn basic skills is an effective way for students to master basic movement skills. Self-talk first involves instructors describing body actions, using comparisons the students will understand. For example, using words like "stand sideways and spread your arms like the wings of an eagle," while teaching students how to perform the overhand throw, provides students with a mental picture of the importance of extending their arms during the throw. Students should then feel free to talk aloud, using the comparisons for each step when practising their overhand throwing technique. Self-talk is also an effective way for students to evaluate themselves and others. By having two or three cues to look for, students can more easily provide feedback to other students on correct technique.



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GRADE 3 – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Grade 3 specific outcomes.

Specific Outcomes	Illustrative Examples
A3–1 respond to a variety of stimuli to create locomotor sequences	• Participate in a movement sequence, and add movements from other themes; e.g., a sequence that has a starting position; a takeoff, jump and land; a roll; a balance; and a finish position.
A3–3 respond to a variety of stimuli to create nonlocomotor sequences	• Listen to a story and relate nonlocomotor movements to it as you transfer weight and move fluidly from position to position without travelling.
A3–12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence	• Practise moving from bench to mat; e.g., stand on a bench, then jump and land on a mat, demonstrating a controlled two-foot landing. Repeat, adding a wide shape. Experiment with other shapes; e.g., narrow, tuck, twist, pike and straddle pike, prior to a stable landing.

B3–2 demonstrate and describe ways to improve personal growth in physical abilities	• Identify and demonstrate how to improve various balances; e.g., use wide base of support, wide hands while balancing or balancing on fewer body parts.
B3–7 describe the changes that take place in the body during physical activity	• Explore the range of movement of the joints; e.g., rotation or movement up and down, and record this information on a chart.

C3–5 display a willingness to share ideas, space and equipment when participating cooperatively with others	• Discuss and collaborate to create a balancing routine with a partner.

D3–5 tell about safe movement experiences in various environments; e.g., gymnastic equipment	• Create a movement sequence, identifying important safety considerations; e.g., round body, wide hands.
D3–7 identify ways to change an activity to make it a challenge based on personal abilities	• Set up equipment in such a way that everyone can participate; e.g., have both low and medium level boxes.
D3–9 make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment	• Select, perform and adapt types of rotation appropriate to ability; e.g., log rolls and forward rolls using wedges.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A3–1 respond to a variety of stimuli to create locomotor sequences
A3–12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence
B3–2 demonstrate and describe ways to improve personal growth in physical abilities
C3–5 display a willingness to share ideas, space and equipment when participating cooperatively with others

Criteria

- performs two or more rolls
- shows start and finish shapes
- performs one or more weight transfers
- performs two or more changes in pathways
- uses two or more stations
- performs routine continuously
- mirrors partner movements
- uses equipment safely; e.g., mats, bench

Assessment Strategies/Activities

Performance Task

Students demonstrate a movement gymnastics routine, including the required criteria.

Evaluation Strategies

Checklist Yes = ✓ No = x

Name	Performs two or more rolls	Shows start/finish shapes	Performs one or more weight transfers	Performs two or more changes in pathways	Uses two or more stations	Performs routine continuously	Mirrors partner movements	Uses equipment safely

Communication Strategies

Class Discussion:

- Would groups enjoy performing their routine for peers?

Videocassette:

- Show videocassette at open house/conferences; send it home for parents to view.

Journal Entry:

- Students record routines and personal reflections of performances in their personal journals.

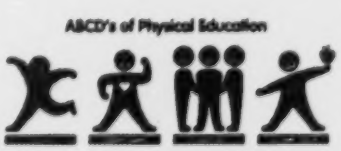
Open House:

- Movement gymnastics are displayed by students.

Progress Report Comments:

- Student is able to select and perform the basic skills in educational gymnastics.

The use of partners in educational gymnastics is an excellent way to foster social development. Students can work with a partner to create movement sequences that are performed together. Students can perform their sequences by matching, mirroring, meeting and parting, leading and following, contrasting, and assisting each other. Initially, partners should communicate together to create sequences without equipment. Small and large equipment can then be added once students are comfortable working with a partner. It is also important that teachers make sure the students switch roles. For example, if partners are copying each other, both should get a chance to be a leader and a follower. This ensures that each student gets a chance to add his or her unique qualities to the sequence.



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GRADE 3 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Grade 3 specific outcomes.

Specific Outcomes	Illustrative Examples
A3–1 respond to a variety of stimuli to create locomotor sequences	• Review how to run safely within an area, avoiding obstacles while changing speed, direction and levels.
A3–13 manipulate a variety of small objects while performing basic skills to demonstrate personal control; e.g., juggling	• Practise various ways to throw and catch a ball; e.g., throw a ball in the air to yourself, spin before catching the ball, catch a ball off the rebound from a wall. Increase challenge by adding another ball or by creating a throwing "routine" with a partner.
B3–3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities	• Practise games like hopscotch, elastic skipping, single rope skipping, long rope skipping, double Dutch, hoop skipping, and jumping over floor lines, benches and cones.
B3–4 describe personal physical attributes that contribute to physical activity	• Identify and practise ways to get faster at running; e.g., use arms more, get a quicker start. Watch a videocassette of performance.
C3–1 describe and demonstrate respectful communication skills appropriate to context	• Participate in small groups, and use three or four beanbags to practise team juggling skills, using the underhand throw. Begin with one bag, throwing in a designated pattern to each person in the circle, until everyone has thrown to another person. Then add a second, third and fourth beanbag, until the group can keep all the bags moving from person to person without dropping them. As more bags are added, problem solve ways to prevent bags from hitting each other; e.g., call person's name before tossing.
C3–3 identify and demonstrate etiquette and fair play	• Practise with a partner to learn new skipping skills. Rotate position between jumpers and turners. Use rhymes, such as: Dancers, dancers do your preps Dancers, dancers do your steps Dancers, dancers touch the ground Dancers, dancers turn around.
D3–1 express a willingness to participate regularly in physical education class	• Participate in a walk and jog program, increasing distance over time; e.g., a run for fun, cross-country.
D3–4 demonstrate and participate in safe warm-up and cool-down activities	• Design and then teach a game at the beginning of class that will increase heart rates; e.g., tag games, follow the leader.
D3–7 identify ways to change an activity to make it a challenge based on personal abilities	• Review performance on an activity, and discuss appropriate attitudes and behaviours; e.g., working on task, demonstrating appropriate audience behaviour, giving positive feedback. Determine how you could change the activity to make it more challenging.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A3–1 respond to a variety of stimuli to create locomotor sequences
B3–4 describe personal physical attributes that contribute to physical activity
C3–1 describe and demonstrate respectful communication skills appropriate to context
D3–1 express a willingness to participate regularly in physical education class

Criteria

- performs locomotor movements; e.g., running, walking, stepping and leaping forward, sideways and backward
- provides feedback to classmates

Assessment Strategies/Activities

Performance Task

Sticks in the Mud—in an area with boundaries; e.g., volleyball court. Half of the students in the class stand in various places on the court inside individual hoops and are "it." On signal, other students travel from one end of the area to the other, trying not to get caught by a "stick in the mud" (those inside hoops) while moving. Students inside hoops can take one step out of the hoop to catch/tag. If caught, a student gets a hoop, places it on the floor and also becomes "it." Variation – Try playing outside.

Evaluation Strategies

Checklist—Student Self-evaluation

Name: _____ Activity: _____	I am able to do	I need more practice	I am getting better	I need teacher's help
When I try to dodge someone …	☺			
When I try my faking skills …			☺	
When I run …				☺
When I am dribbling a ball …		☺		
When I talk about positioning with my classmates …	☺			
More comments about how I'm doing …				

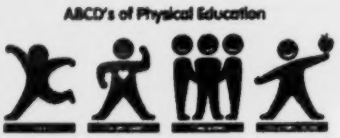
Communication Strategies

- Class discussion.
- Share ideas to improve performance.
- Teacher-/student-created posters displayed in the gymnasium to assist with development of vocabulary terms for chasing, fleeing and dodging.
- Student demonstrations.
- Student portfolio—have students place their self-evaluation checklists in their physical education portfolio.

Progress Report Comments:

- Student is able to respond to a variety of stimuli to create a locomotor sequence.

Self-competitive application tasks are a great way to motivate students to improve their skills. During self-competitive tasks, students attempt to improve their previous performances; e.g., run 40 metres in a faster time or throw the ball further, or attempt to meet a predetermined goal that the students set for themselves with the assistance of a teacher. Students can also decide how they will evaluate themselves to determine if their skills are improving. For example, a teacher could ask students to list ways that indicate they are improving their sprinting skills. Some students may choose to measure the distance they can run in 20 seconds, or others may choose to record the time it takes to run 40 metres. Students can then record their scores over a period of time to see if they are improving, rather than always comparing their scores to those of other students.



Grade 4 – Specific Outcomes

General Outcome A: Activity

A4–

Basic Skills

- ☐1 select, perform and refine simple locomotor sequences
- ☐2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance
- ☐3 select, perform and refine simple nonlocomotor sequences
- ☐4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance
- ☐5 select, perform and refine ways to receive, retain and send an object with control
- ☐6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship

Application of Basic Skills

- ☐7 select, perform and refine basic skills in a variety of environments and using various equipment; e.g., water safety, skating, swimming
- ☐8 select, perform and refine basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others
- ☐9 demonstrate a creative process to develop dance sequences alone and with others
- ☐10 demonstrate critical thinking and problem-solving skills to modify games and achieve activity outcomes
- ☐11 demonstrate strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games
- ☐12 select, perform and refine the basic skills in educational gymnastics, e.g., use of different body parts, types of effort, space and relationships to develop a sequence
- ☐13 select, perform and refine basic skills in individual activities; e.g., cross-country running

General Outcome B: Benefits Health

B4–

Functional Fitness

- ☐1 identify the nutritional needs related to physical activity
- ☐2 demonstrate and describe ways to achieve a personal functional level of physical fitness through participation in physical activity
- ☐3 experience movement, involving components of fitness

Body Image

- ☐4 recognize and personally acknowledge individual and other attributes that contribute to physical activity
- ☐5 N/A

Well-being

- ☐6 describe positive benefits gained from physical activity; e.g., physically, emotionally, socially
- ☐7 demonstrate changes that take place in the body during physical activity
- ☐8 understand the connection between physical activity, stress management and relaxation

General Outcome C: Cooperation

C4–

Communication

- ☐1 articulate and demonstrate respectful communication skills appropriate to context
- ☐2 N/A

Fair Play

- ☐3 identify and demonstrate etiquette and fair play

Leadership

- ☐4 select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences

Teamwork

- ☐5 participate cooperatively in group activities
- ☐6 identify and demonstrate positive behaviours that show respect for self and others

General Outcome D: Do it Daily...for Life!

D4–

Effort

- ☐1 demonstrate a willingness to participate regularly in physical education class
- ☐2 demonstrate factors that encourage movement

Safety

- ☐3 follow rules, routines and procedures for safety in a variety of activities
- ☐4 participate in, and identify the benefits of, safe warm-up and cool-down activities
- ☐5 describe how to move safely in various environments; e.g., skating rink

Goal Setting/Personal Challenge

- ☐6 set and achieve a long-term goal to increase effort and participation in one area of physical activity
- ☐7 demonstrate different ways to achieve an activity goal that is personally challenging

Active Living in the Community

- ☐8 identify how people, facilities and communities influence physical activity
- ☐9 make decisions to be active within group activities or individually

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GRADE 4 – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Grade 4 specific outcomes.

Specific Outcomes	Illustrative Examples
A4–1 select, perform and refine simple locomotor sequences	• Plan and take part in a treasure hunt, using basic orienteering skills; e.g., map reading and symbol identification, which requires the use of various forms of locomotion to find objects in various locations; e.g., under, on top of, or in other objects such as trees, benches, rocks.
A4–7 select, perform and refine basic skills in a variety of environments and using various equipment; e.g., water safety, skating, swimming	• Tie one end of a piece of string to a pencil or stick and the other end to a cup. Hold the stick and toss the cup. Try to catch the cup on the end of the stick.
B4–1 identify the nutritional needs related to physical activity	• Plan and bring healthy snacks and lunch for a day trip.
B4–3 experience movement, involving components of fitness	• Skate vigorously for 15 minutes, noting the distance covered. Over time, increase the time and distance, and chart the results.
C4–1 articulate and demonstrate respectful communication skills appropriate to context	• In groups of five or six, brainstorm activities to determine five activities all group members enjoy. Show understanding and respect for individual similarities and differences.
C4–4 select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/ adapting, movement experiences	• Play a predator–prey type game, and take turns playing various roles; e.g., carnivore, rodent, with the teacher monitoring and acknowledging students who take their role seriously and those that respect the role that others are taking.
D4–8 identify how people, facilities and communities influence physical activity	• Contrast leisure activities available in the local community with those of a different geographic region of the province; e.g., activities done in parks, recreational facilities, mountainous areas, lake communities.
D4–9 make decisions to be active within group activities or individually	• Identify activities and conditions that lead to enjoyable participation. Based on this, set a realistic activity goal.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A4–11 demonstrate strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games
B4–3 experience movement, involving components of fitness
C4–1 articulate and demonstrate respectful communication skills appropriate to context
C4–4 select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences
D4–9 make decisions to be active within group activities or individually

Criteria

- works with partner
- stays on task throughout circuit
- improves performance over time
- follows safety rules
- completes graph

Assessment Strategies/Activities

Performance Task

Winter Fitness Circuit (partners)—Students develop a winter fitness circuit. Each student goes through the circuit at least three times, recording results. Have students graph their results and identify ways to improve their performance.

Evaluation Strategies

Checklist for Goal Setting

Students develop individual goals for improvement. The following can be used by teachers or by students (self-evaluation).

Criteria	Excellent	Proficient	Adequate	Limited
Clearly states goals				
Clearly states criteria/evidence for successful completion				
Lists actions to achieve the goals				
Lists resources for support				
Establishes a plan to monitor progress				
Creates a timeline for completion				

Communication Strategies

Class Discussion:

- Oral feedback is used.

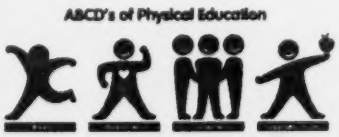
Learning Log:

- Teacher could respond in journals.

Progress Report Comments:

- Student is able to work with a partner to improve personal fitness.

Creating obstacle courses with a group of students not only fosters cooperative skills with others, it also provides students with an opportunity to select and perform basic skills that they have chosen. Once the course is built, each child can go through the course his or her own way. Students should identify ways to improve their performance through the course. For example, students can time each other and then try to go through the course faster on each subsequent trial. Other students and instructors can offer feedback to students on how they might refine their skills to get through the course more quickly. Students should also verbally encourage each other to try to improve performance. Cooperative skills can also be fostered by having students create a human obstacle course where they have to go through, around or over other students situated in the general play area.



GRADE 4 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Grade 4 specific outcomes.

Specific Outcomes	Illustrative Examples
A4–1 select, perform and refine simple locomotor sequences	• Work with locomotor patterns and combinations, with emphasis on pathways used, relationships; e.g., matching, following and passing, and timing; e.g., start four beats after the previous person.
A4–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance	• Perform locomotor actions, with several foci; e.g., for the stimulus "tornado," explore related words, such as whirl, rush, toss and pause. Explore change of levels, pathways, contrast in weight and time, body shape and group work.
A4–8 select, perform and refine basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others	• Work on traditional folk dances individually, with a partner and in small groups; and develop patterns that can then be put into a new dance.
A4–9 demonstrate a creative process to develop dance sequences alone and with others	• Work through the processes of individual exploration of new concepts and development of a sequence before working in small groups to develop a dance; e.g., using your sequences, start away from each other, but finish as a group to show a contrast in levels.
B4–3 experience movement, involving components of fitness	• Identify elements of dance movements involving cardio-respiratory endurance, muscular endurance, strength, flexibility and dynamic balance; e.g., the exploration and development of dance ideas involving a variety of action words.
B4–6 describe positive benefits gained from physical activity; e.g., physically, emotionally, socially	• Explore and refine a dance idea, then discuss and write about it in relation to its physical, social and emotional attributes.
C4–4 select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/ adapting, movement experiences	• Take turns to lead and follow while learning new dances; e.g., cowboy/sheriff, policeman/robber.
C4–5 participate cooperatively in group activities	• Work with a partner or small group to create a movement sequence that demonstrates active living and necessitates the sharing and adaptation of ideas among students.
D4–2 demonstrate factors that encourage movement	• Create a dance without music, then include music to demonstrate how that stimulus can encourage movement.
D4–4 participate in, and identify the benefits of, safe warm-up and cool-down activities	• Make a suggestion for the start/close of a lesson; e.g., which locomotor sequence you would like to use as an introductory/ closing activity.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A4–9 demonstrate a creative process to develop dance sequences alone and with others

B4–4 recognize and personally acknowledge individual and other attributes that contribute to physical activity

C4–4 select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences

Criteria

- uses basic square dance movements to develop dance sequences
- works cooperatively within groups of eight
- presents his or her part of the dance sequence in time to the music

Assessment Strategies/Activities

Performance Task

Students create and perform a dance, using basic square dance steps; e.g., partner swing, grand circle, do-si-do, star, bow to partner.

Evaluation Strategies

Rubric

4 Excellent	3 Proficient	2 Adequate	1 Limited
incorporates several basic movements in a pleasing dance sequence	incorporates several basic movements in a danceable sequence	includes some basic movements in a repeating order	includes some basic movements without danceable connections
transitions between steps are smooth and flowing	transitions between steps are made in time to the music	transitions between steps are choppy	transitions between steps are awkward, stop and go moves
contributes enthusiastically and invites others' suggestions	contributes to group and accepts others' suggestions	contributes to the group	dominates group or lets others do it
dance steps are highly coordinated with the music	dance steps are coordinated with the music	dance steps are generally coordinated with the beat of the music	dance steps show little or no coordination with the music

Communication Strategies

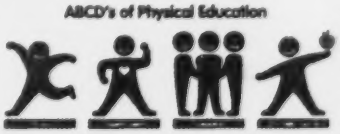
Class Discussion:

- Students perform their dance in front of peers. Oral feedback is given, in which features that stand out are identified.

Progress Report Comments:

- Student performs dance sequences with increased skill and expression.

Creative folk dance can use familiar and contemporary music as a stimulus to motivate students in the dance program. Although there are many excellent traditional folk dances for elementary school students; e.g., troika and Gustaf's skoal, there is also a variety of contemporary and familiar folk music that can be used to introduce the many dance steps, formations and partner relationships often used in folk dance. For example, teachers and students can work together to create a contemporary folk dance that integrates traditional dance steps and patterns with familiar, contemporary folk music. Creating dances based on contemporary music increases the likelihood of students using these dance steps and patterns later on, because they will be listening and dancing to this type of music.



GRADE 4 – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

The following are selected examples of Grade 4 specific outcomes.

Specific Outcomes	Illustrative Examples
Activity	
A4–3 select, perform and refine simple nonlocomotor sequences	• Play/create a variety of tag games that require you to freeze in a particular shape when tagged; e.g., leapfrog tag, bridge tag, stork tag.
A4–5 select, perform and refine ways to receive, retain and send an object with control	• Practise kicking a foam-filled soccer-sized ball to the wall and see how far you can make it rebound. Your partner observes and gives feedback about the following key elements, one at a time: a) a fluid approach to the ball b) the non-kicking foot is placed beside the ball c) the kicker's eyes are on the ball d) the kicking leg stays bent e) arms swing in opposition.
A4–10 demonstrate critical thinking and problem-solving skills to modify games and achieve activity outcomes	• Play a net and wall game and afterward give one modification; e.g., change a rule, boundaries or skill. Explain how that modification changes the game.
A4–11 demonstrate strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games	• Play a game where the objective is to complete five passes without the other team intercepting. When on offence, focus on using v-cuts to create open space, and give a target for teammates. On defence, concentrate on positioning and visual focus.
Benefits Health	
B4–3 experience movement, involving components of fitness	• Play tag games to increase specific components of fitness; e.g., endurance or strength.
B4–4 recognize and personally acknowledge individual and other attributes that contribute to physical activity	• List ways to show respect and appreciation for others and their work, and then demonstrate this when playing games. One or two students and the teacher record names and the positive comments they heard during the game.
Cooperation	
C4–1 articulate and demonstrate respectful communication skills appropriate to context	• Discuss, in small groups, what plays or tactics to use in a game. Practise listening to each other's suggestions, acknowledge group members' contributions and collectively agree to try one suggestion and evaluate it. Ensure that the focus of the evaluation is on the activity, not the person who suggested it.
C4–3 identify and demonstrate etiquette and fair play	• Generate a list of fair-play rules, by brainstorming what being a good sport looks and sounds like. Practise fair play in a game where the teacher monitors and later acknowledges what was observed.
Do It Daily...For Life!	
D4–5 describe how to move safely in various environments; e.g., skating rink	• Develop a safety checklist related to games and post it in the gymnasium. Create a game, and review the checklist to ensure it is safe.
D4–7 demonstrate different ways to achieve an activity goal that is personally challenging	• Record a sport-/game-related goal in a journal or logbook; e.g., improving accuracy in striking a puck at a target, and identify the supports and strategies needed to attain the goal.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A4–5 select, perform and refine ways to receive, retain and send an object with control
A4–6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship
B4–3 experience movement, involving components of fitness
C4–3 identify and demonstrate etiquette and fair play

Criteria

- demonstrates proper kicking skills
- demonstrates fair and safe play
- participates actively and enthusiastically with partner
- uses strategies to lower score

Assessment Strategies/Activities

Performance Task

Soccer Golf—played with partners. Players attempt to kick the ball into a marked target. Students are given a set number of kicks for each hole—par—and one point is added or deducted for every kick over or under par.

Evaluation Strategies

Rubric

4 Excellent	3 Proficient	2 Adequate	1 Limited
consistently demonstrates fair and safe play	frequently demonstrates fair and safe play	occasionally demonstrates fair and safe play	rarely, if ever, demonstrates fair and safe play
displays a positive attitude and enthusiasm toward activity	demonstrates a positive attitude	displays a slightly indifferent to negative attitude	displays a negative attitude
consistently works collaboratively with partner, providing encouragement and support	frequently works cooperatively with partner	occasionally works with partner to achieve goal	rarely, if ever, works with partner to achieve goal
demonstrates, with confidence, proper skills all of the time	demonstrates proper skills most of the time	inconsistently demonstrates proper skills	fails to demonstrate proper skills
uses a thorough and insightful analysis with partner to lower score	analyzes shots with partner to lower score	sometimes analyzes shots to lower score	requires teacher support to analyze shots to lower score

Communication Strategies

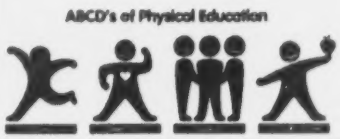
Class Discussion:

- Talk about tips for aiming and trying to be accurate.
- How did you work with your partner?
- Talk about fair play during the activity.

Progress Report Comments:

- Student can demonstrate a variety of kicking skills while participating in soccer type activities.

By the time students reach Grade 4, they can cognitively start to understand basic strategies and tactics within a modified games context. Strategies and tactics can be thought of as actions during the game that are performed to gain an advantage over an opponent. For example, teaching students how to move into open spaces and how to defend open spaces are important tactics and strategies in most games. Building a repertoire, at a young age, of basic strategies and tactics that can be used in many different games will increase student understanding of the complex nature of games. Students should also be reminded of the importance of fair play. Illegal or unsportsmanlike tactics and strategies used to gain an advantage over an opponent should not be used and should be identified by teachers and students.



GRADE 4 – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Grade 4 specific outcomes.

Specific Outcomes	Illustrative Examples
A4–4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance	• Demonstrate a variety of partner balances according to task card instructions; e.g., one partner must be above the apparatus and the other below.
A4–12 select, perform and refine the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence	• Explore many ways of travelling on, over and through equipment; e.g., hoops, chairs, beams, horizontal poles.

B4–6 describe positive benefits gained from physical activity; e.g., physically, emotionally, socially	• Perform partner balances, and identify and appreciate the importance of trusting a partner. Discuss the social benefits of building trust in classmates.
B4–7 demonstrate changes that take place in the body during physical activity	• Take weight on your hands; e.g., monkey stand—head and two hands are in contact with the floor, and knees are supported on elbows—and describe the strength requirements needed to succeed.

C4–4 select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/ adapting, movement experiences	• Discuss and then demonstrate positive feedback regarding the performance and behaviour of peers during movement sequences. • Randomly pick a card with an aspect of a sequence to observe and upon which to give feedback; e.g., flow, changes of levels, contrasting effort, relationships.
C4–6 identify and demonstrate positive behaviours that show respect for self and others	• Discuss and then demonstrate ways to show respect and appreciation for others and their work; e.g., clapping, positive comments.

D4–1 demonstrate a willingness to participate regularly in physical education class	• Perform routines for partners and small and large groups. One half of the students in the class demonstrate their movement sequences while the other half observes.
D4–3 follow rules, routines and procedures for safety in a variety of activities	• Review how to check for the safe use of equipment, including setting it up and taking it down. Then set up different stations. Review the safety features at each station. Make modifications for safety, if necessary.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A4–3 select, perform and refine simple nonlocomotor sequences
A4–12 select, perform and refine the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence
B4–2 demonstrate and describe ways to achieve a personal functional level of physical fitness through participation in physical activity
C4–4 select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences
D4–7 demonstrate different ways to achieve an activity goal that is personally challenging

Criteria

- uses start and finish positions
- meets with and moves away from partner
- demonstrates two or more rotations
- demonstrates two or more changes in pathway
- performs routine without cues or prompts
- uses equipment safely

Assessment Strategies/Activities

Performance Task

Partner Sequence—Working with a partner, create a gymnastics sequence with small and large apparatus.

Evaluation Strategies

Checklist

Name: Year:		
Gymnastics Routine Planning Sheet	Yes	No
• Start position		
• Coordinated partner moves		
• Rotations (two or more)		
• Balance		
• Finish position		
• Each meeting and parting follows different pathway		
• Perform without cues/prompts		

Communication Strategies

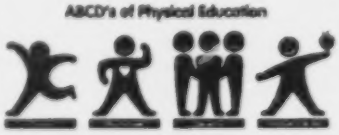
Class Discussion:

- Feedback is given after each performance.
- Show a videocassette of the performance to the class.

Progress Report Comments:

- Student demonstrates responsibility for assigned role while participating in a gymnastics partner routine.

Using task cards in educational gymnastics is a great way for students to select from a variety of basic skills that they have been using in previous grades. They can select those skills upon which they feel they need to improve. An example of a task card could include a diagram and description of how to safely and effectively perform the basic skill of a forward roll. Suggestions for how to refine or improve the roll can be provided; e.g., get body as round as possible. Suggestions for how to simplify the roll; e.g., perform a shoulder roll, or extend it; e.g., perform a forward dive roll, can also be provided to match the ability level of the student. Various task cards containing different skills can also be combined to create a sequence. Teachers should encourage students to choose task cards that help them improve skills with which they are having difficulty.



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GRADE 4 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Grade 4 specific outcomes.

Specific Outcomes	Illustrative Examples
A4–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance	• Students are introduced to track and field events with appropriate modified equipment, distances and techniques. In small groups, they rotate through stations for running, jumping and throwing activities.
A4–6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship	• Take part in juggling or hacky sack.
A4–13 select, perform and refine basic skills in individual activities; e.g., cross-country running	• Run a short, interesting/varied route for cross-country running. Record finish times to beat your own record.

B4–2 demonstrate and describe ways to achieve a personal functional level of physical fitness through participation in physical activity	• Select an enjoyable out-of-school activity, and keep a log/diary of the time spent on the activity and the places visited during the activity. Note personal improvements and feelings.
B4–4 recognize and personally acknowledge individual and other attributes that contribute to physical activity	• Identify a muscle of the week and brainstorm activities that will use this muscle. For example, the gastrocnemius (calf muscle) is used in jumping, landing and sprinting activities.
B4–8 understand the connection between physical activity, stress management and relaxation	• Brainstorm and identify individual activities that can be done if feeling restless; e.g., inline skating, street hockey.

C4–6 identify and demonstrate positive behaviours that show respect for self and others	• Participate positively in Aboriginal ball juggling by using small stones or clay balls. Keep two balls in the air by tossing from one hand to the other. Build to four balls.

D4–1 demonstrate a willingness to participate regularly in physical education class	• Participate in activities from three dimensions for a period of time; e.g., two weeks. Provide feedback on motivation levels with increased variety of activity.
D4–6 set and achieve a long-term goal to increase effort and participation in one area of physical activity	• Discuss the type of activity that you enjoy the most, and look at possible reasons for your preference. Set goals to extend effort and participation.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A4–4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance

B4–4 recognize and personally acknowledge individual and other attributes that contribute to physical activity

B4–7 demonstrate changes that take place in the body during physical activity

Criteria

- demonstrates two-hand, overhead throw (soccer throw-in)
- remains in seated position
- identifies muscles involved

Assessment Strategies/Activities

Performance Task

Perform a two-hand, overhead ball throw from a seated position, using a soccer-type ball. Identify the muscles involved in the throw.

Evaluation Strategies

Checklist

	Yes	No	Comments
I used two hands to throw the ball.			
I remained in a seated position.			
I started the throw with the ball behind my head.			
I bent over from the waist as I released the ball.			
I released the ball at the right time to get maximum distance.			
I was able to name at least two muscle groups.			

Communication Strategies

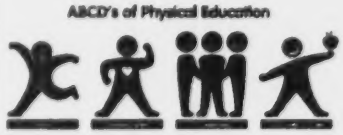
Class Discussion:

- Use oral communication to improve performance and set goals.

Progress Report Comments:

- Student is able to exhibit good upper body strength and coordination.

Individual activities need not be restricted to the school gymnasium and schoolyard. Individual activities should reflect the facilities available in the community. For example, exposing students to cycling or walking on multipurpose trails is an excellent way to introduce students to active living opportunities that exist in their neighbourhood. The activities chosen can reflect the uniqueness of the community. For example, if there are safe places for people to do inline skating in the community, students should be exposed to the basic motor and safety skills needed for inline skating. Students should also be encouraged to involve their family members and friends in their active living pursuits outside of school.



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Grade 5 – Specific Outcomes

General Outcome A: Activity

A5–

Basic Skills

- ☐ 1 select, perform and refine more challenging locomotor sequences
- ☐ 2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance
- ☐ 3 select, perform and refine more challenging nonlocomotor sequences
- ☐ 4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance
- ☐ 5 select, perform and refine more challenging ways to receive, retain and send an object with control
- ☐ 6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship

Application of Basic Skills

- ☐ 7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., cross-country skiing, orienteering
- ☐ 8 demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others
- ☐ 9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli
- ☐ 10 apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone
- ☐ 11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games
- ☐ 12 apply and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics
- ☐ 13 select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack

General Outcome B: Benefits Health

B5–

Functional Fitness

- ☐ 1 explain the relationship between nutritional habits and physical activity
- ☐ 2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity
- ☐ 3 identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance, flexibility, cardio-respiratory activities

Body Image

- ☐ 4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
- ☐ 5 N/A

Well-being

- ☐ 6 infer positive benefits gained from specific physical activities
- ☐ 7 describe how physical activity influences physical fitness and the body systems
- ☐ 8 understand the connection between physical activity, stress management and relaxation

General Outcome C: Cooperation

C5–

Communication

- ☐ 1 identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity
- ☐ 2 N/A

Fair Play

- ☐ 3 demonstrate etiquette and fair play

Leadership

- ☐ 4 select and demonstrate responsibility for various roles while participating in physical education; and, accept ideas from others that relate to changing/adapting, movement experiences

Teamwork

- ☐ 5 identify and demonstrate practices that contribute to teamwork
- ☐ 6 identify and demonstrate positive behaviours that show respect for self and others

General Outcome D: Do it Daily...for Life!

D5–

Effort

- ☐ 1 participate regularly in physical activity to develop components of health-related fitness and movement skills
- ☐ 2 demonstrate factors that encourage movement

Safety

- ☐ 3 identify and follow rules, routines and procedures for safety in a variety of activities
- ☐ 4 participate in, and identify the benefits of, safe warm-up and cool-down activities
- ☐ 5 identify safe practices that promote an active, healthy lifestyle; e.g., water safety

Goal Setting/Personal Challenge

- ☐ 6 set long-term goals to improve personal performance based on interests and abilities
- ☐ 7 demonstrate different ways to achieve an activity goal that is personally challenging

Active Living in the Community

- ☐ 8 create a strategy to promote participation in physical activity within the school and the community
- ☐ 9 identify factors made to be active within group or individual activities on a daily basis

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GRADE 5 – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Grade 5 specific outcomes.

Specific Outcomes	Illustrative Examples
A5–1 select, perform and refine more challenging locomotor sequences	• Practise side-stepping and herringbone techniques of travelling up a hill on cross-country skis, focusing on pole placement, weight distribution and positioning of skis.
A5–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance	• Create treasure maps of a specified area; e.g., schoolyard, local trails, with the theme of finding a hidden treasure. Choose one of the maps and see if the mystery can be solved.
A5–7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., cross-country skiing, orienteering	• Participate in land- and water-based activities; e.g., orienteering with a compass, following a map while hiking, plant and animal identification.
B5–2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity	• Participate in an obstacle course of activities that will help improve fitness levels; e.g., "jump the river"—swing on a rope, use a standing broad jump or use a running long jump to move over two parallel ropes placed on the floor.
B5–6 infer positive benefits gained from specific physical activities	• Skate for a specified amount of time and record the number of laps completed and the post-exercise heart rate. Next class, try to skate more laps to see the relationship to heart rate.
C5–5 identify and demonstrate practices that contribute to teamwork	• Play cooperative games in the pool. Part way through a game, discuss the factors that are making you successful/struggle and agree to try out a new strategy.
C5–6 identify and demonstrate positive behaviours that show respect for self and others	• Work in small groups to solve problems while participating in outdoor activities, such as scavenger hunts, wall climbing or relay races.
D5–2 demonstrate factors that encourage movement	• Create a steeplechase course on the school playground or in a local park. Discuss ways to improve performance on the course and try suggested improvement strategies during leisure time.
D5–8 create a strategy to promote participation in physical activity within the school and the community	• PACHAT—Parent and Child Activity Time—provides opportunities for parents and children to be physically active together; e.g., family gym night, skate night, slide night.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A5–7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., cross-country skiing, orienteering
B5–6 infer positive benefits gained from specific physical activities
D5–7 demonstrate different ways to achieve an activity goal that is personally challenging
D5–8 create a strategy to promote participation in physical activity within the school and the community

Criteria

- demonstrates proper technique
- maintains or recovers balance
- applies safety skills; e.g., proper spacing
- demonstrates proper care of equipment
- dresses properly for the elements

Assessment Strategies/Activities

Performance Task

Students, wearing snowshoes, follow a course through the schoolyard.

Evaluation Strategies

Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Applies safety skills; e.g., spacing				
Maintains and recovers balance				
Cares for equipment				
Uses technique; e.g., footwork, body work, turns				
Dresses for the elements				

Communication Strategies

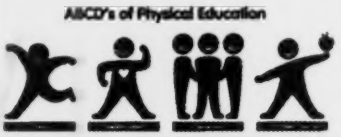
Class Discussion:

- What were the most challenging parts of the trek?
- List three things that made it difficult.
- List two things that made you feel good while snowshoeing.
- How can you do this outside of physical education class?

Progress Report Comments:

- Student performs snowshoe skills and movement patterns with good technique and efficiency of performance.

There are a variety of environments that exist in communities in which students can be active. For example, there are many different types of physical activities that can be done with snow, on ice, in the water, in a tree, in an open field or on a foot path. Physical education classes can help students realize how they can apply the basic skills they have acquired in a variety of physical activity environments that exist in the community. Rather than always conducting physical education class in the gymnasium, go out into the school's play space and conduct a class in the snow. Students will soon realize that physical activity does not just occur in the gymnasium but in a variety of environments that exist in their own community.



GRADE 5 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Grade 5 specific outcomes.

Specific Outcomes	Illustrative Examples
A5–3 select, perform and refine more challenging nonlocomotor sequences	• Increase the possible range of body shapes, parts leading the movement and balances in such actions as expanding/contracting and rising/sinking. Explore and develop folk dances that involve nonlocomotor patterns; e.g., tinikling, a game/dance with long bamboo poles.
A5–8 demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others	• Participate in folk dances from Canada and other countries, especially in relation to work in social studies.
A5–9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli	• Explore concepts for and develop dances to music/story; e.g., using the song "Day-O" provides a theme of working in a banana plantation. Verbal/rhythmical concepts, such as the sound of a train, can be expressed through dance.
B5–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities	• Perform line dances that demonstrate how all body types can benefit from physical activity.
B5–7 describe how physical activity influences physical fitness and the body systems	• Use appropriate moments to point out improvement in cardio-respiratory endurance, and discuss some of the dances that have contributed to this improvement; e.g., line dance.
C5–3 demonstrate etiquette and fair play	• Lead or start a dance, or decide how the dance should progress/end. Model respectful behaviours as a leader and a follower.
D5–6 set long-term goals to improve personal performance based on interests and abilities	• Choose a favourite dance and modify it to include different things; e.g., a fitness component, an expressive component, balancing skills.
D5–9 identify factors made to be active within group or individual activities on a daily basis	• In small groups, brainstorm factors that affect choices of physical activity; e.g., interests, physical attributes, and then develop movement sequences from a selection of topics, such as the ball game, snowbank rink and black diamond run.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A5–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance

A5–8 demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others

B5–6 infer positive benefits gained from specific physical activities

D5–6 set long-term goals to improve personal performance based on interests and abilities

Criteria

- performs synchronized dance steps
- identifies benefits of participation
- participates in the dance
- coordinates movement with music
- exhibits rhythm and pattern

Assessment Strategies/Activities

Performance Task

Students perform a line dance. They choose a dance that allows them to improve their dance abilities. They set goals for further improvement.

Evaluation Strategies

Rubric

4 Excellent	3 Proficient	2 Adequate	1 Limited
eagerly engages in the activity	frequently engages in the activity	reluctant to participate in the activity	participates only when encouraged
consistently coordinates movement with music	coordinates movement with music	some steps display coordination	little or no coordination with music
identifies and elaborates on several health benefits	identifies more than one health benefit	identifies one health benefit	has difficulty identifying any health benefits
consistently maintains dance rhythm and pattern	frequently maintains dance rhythm and pattern	occasionally maintains dance rhythm and pattern	needs assistance to maintain rhythm and pattern
consistently synchronized with others	frequently synchronized with others	occasionally synchronized with others	rarely, if ever, synchronized with others

Communication Strategies

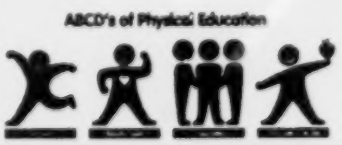
Class Discussion:

- View and critique a videocassette of the performance for identified criteria.
- Discuss ways students have focused to improve dance performances.

Progress Report Comments:

- Student demonstrates increased style and form in line dancing.

Students should be provided with opportunities to create their own dance sequences. This does not mean playing a piece of music and expecting the students to dance. Rather, teachers play a major role in helping students develop their dance sequence. First, a stimulus should be identified. This can be anything from music to inanimate objects, such as scarves. Next, teachers and students should brainstorm together how they might put together a dance using the stimulus. The action words from the brainstorming session should be identified and rehearsed. Students should then be given an opportunity to put their own dance sequence together before performing it in front of others. Finally, ideas for future dance classes should be discussed while the stimulus is fresh in the students' minds.



GRADE 5 – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

The following are selected examples of Grade 5 specific outcomes.

Specific Outcomes	Illustrative Examples
A5–5 select, perform and refine more challenging ways to receive, retain and send an object with control	• While playing three-on-three volleyball on small courts, use the overhead pass as the only method to begin play. Focus on positioning the feet and hands in the intended direction when passing the ball to teammates or to open spaces in the opponent's court.
A5–10 apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone	• In a fielding game, determine modifications of rules, skills, equipment and boundaries to ensure that all students can participate successfully and make a contribution to the team. Ensure that the selected modifications are agreed upon and maintain the dignity of classmates and the integrity of the game.
A5–11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games	• In mini team handball, defensive players focus on closing the gaps along the goal crease, as the ball circulates from side to side.
B5–1 explain the relationship between nutritional habits and physical activity	• When stretching in the cool-down period, share how energy levels differ after various types of meals; e.g., turkey dinner, a dinner of stir-fry vegetables and rice.
B5–7 describe how physical activity influences physical fitness and the body systems	• Identify the fitness benefits of various games; e.g., curling, softball and badminton, highlighting if they are good for developing strength, endurance and/or flexibility.
C5–1 identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity	• After a small group game, meet with teammates and share one thing that was done well and one that needs improvement.
C5–5 identify and demonstrate practices that contribute to teamwork	• During a small group invasion game, take a time out and agree upon and practise a tactic that will make play more effective; e.g., calling for the ball when free.
D5–7 demonstrate different ways to achieve an activity goal that is personally challenging	• Identify different ways to improve defensive work in invasion/territory games; e.g., pay attention to footwork drills, visual focus, mental practice or improving leg strength.
D5–9 identify factors made to be active within group or individual activities on a daily basis	• Play games that use equipment made from materials commonly found around the home. For example, play lacrosse with a ball that is created from an old pair of socks or a ball of string covered with a layer of electrical tape.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A5–5 select, perform and refine more challenging ways to receive, retain and send an object with control
A5–6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship
C5–1 identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity
C5–5 identify and demonstrate practices that contribute to teamwork
D5–3 identify and follow rules, routines and procedures for safety in a variety of activities

Criteria

- passes, receives and shoots
- uses equipment safely; e.g., stick carried below knees at all times
- applies the rules of the game (fair play)
- works with others
- encourages active involvement of others

Assessment Strategies/Activities

Performance Task

Corner Floor Hockey—four teams, one per corner of the gymnasium. Lay a bench on its side diagonally across each corner—forms team box and goal. Teams in opposite corners play against each other until one team scores by hitting the opponents' bench with the puck. Upon scoring, the teams playing return to their box while the next two teams come out and continue to play.

Evaluation Strategies

Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Demonstrates proper skills				
Uses equipment safely				
Plays fairly, with proper game etiquette				
Encourages and supports peers in their participation				
Displays a positive attitude				

Communication Strategies

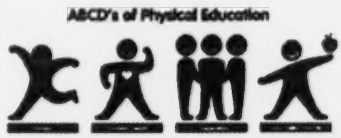
Class Discussion:

- Post-activity discussion: Why was the team successful? Did you hear positive comments?

Progress Report Comments:

- Student is able to identify and demonstrate practices that contribute to teamwork.

Cooperative games require students to work together to achieve a common goal. Usually, a group of students works together to come up with a way to achieve their goal rather than trying to defeat another team. Examples could include: moving as a group, where only three feet can touch the ground; creating a merry-go-round, using only one scooter board; or playing parachute games. These cooperative games are an excellent way to build teamwork and communication skills with students. They are also a good way for students to take personal challenges while participating. There is not just one correct way to achieve the predetermined goal in cooperative games. Therefore, students can use methods that will challenge them at an appropriate level.



GRADE 5 – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Grade 5 specific outcomes.

Specific Outcomes	Illustrative Examples
Activity	
A5–1 select, perform and refine more challenging locomotor sequences	• Brainstorm as many variations of rolling as can be done safely, by varying the starting and ending positions; e.g., start in a crouch, end in a straddle.
A5–4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance	• In small groups, create statues, demonstrating balance at different levels.
A5–12 apply and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics	• In pairs, use a small die and a card with the six dominant movement patterns listed and numbered on it to create a dance. Roll the die and perform your choice of the corresponding dominant movement pattern (DMP) according to ability. Then roll again and find a way to connect the next DMP to the previous one in a fluid way. Combine six DMPs and demonstrate the sequence.
Benefits Health	
B5–2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity	• Participate in fun warm-up activities to develop strength; e.g., pull body across gymnasium using only arms (seal walks); do partner stretches to improve flexibility; take part in skipping challenges to improve endurance.
B5–3 identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance, flexibility, cardio-respiratory activities	• Using a variety of gymnastic task cards, identify the major components of fitness required to perform the tasks.
Cooperation	
C5–1 identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity	• Review a classmate's performance. Discuss the different directions, levels, speeds and forces used in the classmate's sequence. Suggest ways that the classmate can modify one of these factors in a safe manner.
Do It Daily...For Life!	
D5–3 identify and follow rules, routines and procedures for safety in a variety of activities	• Review and follow safety procedures for the use of gymnastic equipment, and review and follow conditioning techniques for rolls and bench work requiring balance.
D5–5 identify safe practices that promote an active, healthy lifestyle; e.g., water safety	• Discuss correct forms and techniques to prevent injuries. Assess each other and provide feedback on techniques.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A5–12 apply and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics

B5–2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity

C5–1 identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity

D5–7 demonstrate different ways to achieve an activity goal that is personally challenging

Criteria

- uses start and finish positions
- shows rotations
- supports balance with control
- moves together; coordinated movement
- exhibits safety when using equipment and during balances with partner
- participates cooperatively with partner

Assessment Strategies/Activities

Performance Task

Partner support balances incorporated into a routine—both students must be in contact with the floor or equipment; e.g., wheelbarrow still position.

Evaluation Strategies

Checklist

Names:		
Gymnastics Routine	Yes	No
• Start position		
• Locomotor moves		
• Nonlocomotor moves		
• Finish position		
• Includes one or more partner support balances		
• Listens to, respects and elaborates on ideas of partner		
• Stays on task		
• Displays enthusiasm		
• Deals constructively with disagreements		
• Provides encouragement to partner		
• Makes suggestions that move the group toward completion		
• Safe use of equipment		

Communication Strategies

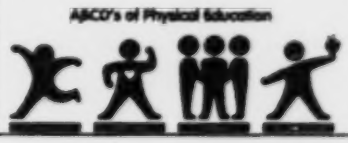
Class Discussion After Each Performance:

- Provide input and positive feedback.
- Brainstorm communication skills used while developing routine.

Progress Report Comments:

- Student shows an appreciation for the ideas and physical abilities of others.

As students begin to form more challenging gymnastic sequences on their own and with partners, they should be reminded of safe gymnastic practices. Examples include: only using the gymnastics equipment when the teacher is present, only attempting skills within their capabilities, avoiding contact with other students, helping set up equipment and not wearing clothing that will catch on the equipment. Students should select and set up their own equipment. This will not only ensure that students select apparatus that is appropriate for them, but will provide them with opportunities to learn about the design and function of the equipment. Students should also be allowed to modify equipment based on their abilities; e.g., lower the angle of a ladder, take away a level from the box horse.



GRADE 5 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Grade 5 specific outcomes.

Specific Outcomes	Illustrative Examples
A5–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance	• Work through modified track and field stations in small groups to practise and establish a personal best; e.g., ball throw, long jump, sprints, middle distance, high jump.
A5–6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship	• Practise aiming at a target, using a variety of objects at different stations; e.g., plastic discs, beanbags, softballs, quoits, basketballs.
A5–13 select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack	• Develop skills in skipping routines/juggling patterns.
B5–3 identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance, flexibility, cardio-respiratory activities	• Discuss the track and field events in relation to strength, endurance and flexibility; and attribute improvement in these areas to practice, activity level and skill refinement.
B5–8 understand the connection between physical activity, stress management and relaxation	• Develop a plan to participate in an activity while at home; e.g., go for a bike ride or take the dog for a walk. Record feelings after participation.
C5–4 select and demonstrate responsibility for various roles while participating in physical education; and, accept ideas from others that relate to changing/adapting, movement experiences	• Develop a series of stations to be used for an activity lesson with Kindergarten students. Implement the lesson and evaluate its effectiveness.
D5–1 participate regularly in physical activity to develop components of health-related fitness and movement skills	• Create events for a decathlon that will improve student strength, endurance, flexibility and cardio-respiratory abilities. Score points every time there is improvement in a personal best time/distance in an event.
D5–4 participate in, and identify the benefits of, safe warm-up and cool-down activities	• Warm up using movements that will help skill development during the lesson development and closure. Discuss the relationship between an appropriate warm-up and skill development.
D5–6 set long-term goals to improve personal performance based on interests and abilities	• Set goals to improve performance in track and field; e.g., ball throw and high jump, and record progress over a period of time.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A5–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance

B5–1 explain the relationship between nutritional habits and physical activity

D5–4 participate in, and identify the benefits of, safe warm-up and cool-down activities

D5–6 set long-term goals to improve personal performance based on interests and abilities

Criteria

- uses a standing sprint start
- leans into pylons; cuts close to pylon
- turns quickly around the last pylon (foot crossover)
- sets goals to improve time
- demonstrates proper warm-up/cool-down techniques
- gives reasons for warm-up/cool-down
- gives reasons for hydration
- shows a strong finish
- graphs results

Assessment Strategies/Activities

Performance Task

Slalom Running—set a course of pylons through which students are to run. Make many courses so there is little waiting by students. Students create a bar graph of results.

Evaluation Strategies

Analytic Rating Scale

Goal Setting	Consistently	Frequently	Occasionally	Rarely, if ever
Clearly states goals				
Clearly states criteria/evidence for successful completion				
Lists actions to achieve the goals				
Lists resources for support				
Establishes a plan to monitor progress				
Creates a timeline for completion of goals				
Sets new goals based on results				
Graph				
Axes clearly labelled				
Legend appropriately placed				
Title is clear to show purpose of graph				
Colour shading is used to show differences				
Bars are used to separate information clearly				

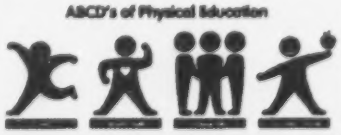
Communication Strategies

Share personal best with parents—take bar graphs home.

Progress Report Comments:

- Student sets goals to improve personal performance, based on personal interests and abilities.

Being able to set personal goals is an excellent way for students to become and stay motivated to participate in individual activities. For example, students could set weekly goals for the number of times they are going to participate in individual activities throughout the week. Teachers should follow up with students to see how they are coming along with reaching their goals and offer suggestions for how they might achieve these goals. Classes can also make collective goals to try and reach together. For example, a class could add up all of the distances that each child cycled during the week to see how far the class cycled as a group. These distances can be charted throughout the fall and spring months to see the class progress.



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Grade 6 – Specific Outcomes

General Outcome A: Activity

A6–

Basic Skills

- ☐ 1 select, perform and refine challenging locomotor sequences
- ☐ 2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships, alone and with others, to improve personal performance
- ☐ 3 select, perform and refine challenging nonlocomotor sequences
- ☐ 4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance
- ☐ 5 demonstrate ways to receive, retain and send an object with increasing accuracy
- ☐ 6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship

Application of Basic Skills

- ☐ 7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking
- ☐ 8 demonstrate and refine a variety of dances; e.g., creative, folk, line, square and novelty, alone and with others
- ☐ 9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli
- ☐ 10 demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone
- ☐ 11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games
- ☐ 12 select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics
- ☐ 13 demonstrate activity specific skills in a variety of individual activities; e.g., track and field/athletics

General Outcome B: Benefits Health

B6–

Functional Fitness

- ☐ 1 explain the relationship between nutritional habits and performance in physical activity
- ☐ 2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity
- ☐ 3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and relate these to personal fitness level

Body Image

- ☐ 4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
- ☐ 5 N/A

Well-being

- ☐ 6 identify and plan for personal positive benefits from specific physical activity
- ☐ 7 describe and chart individual fitness changes as a result of engaging in physical activity
- ☐ 8 understand the connection between physical activity, stress management and relaxation

General Outcome C: Cooperation

C6–

Communication

- ☐ 1 identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences
- ☐ 2 N/A

Fair Play

- ☐ 3 demonstrate etiquette and fair play

Leadership

- ☐ 4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education

Teamwork

- ☐ 5 describe and demonstrate practices that contribute to teamwork
- ☐ 6 identify and demonstrate positive behaviours that show respect for self and others

General Outcome D: Do it Daily...for Life!

D6–

Effort

- ☐ 1 demonstrate enjoyment of participation through extended effort in physical activity
- ☐ 2 identify and demonstrate strategies that encourage participation and continued motivation

Safety

- ☐ 3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions
- ☐ 4 participate in, and demonstrate the benefits of, safe warm-up and cool-down activities
- ☐ 5 select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating

Goal Setting/Personal Challenge

- ☐ 6 set and modify goals to improve personal performance based on interests and abilities
- ☐ 7 analyze and create different ways to achieve an activity goal that is personally challenging

Active Living in the Community

- ☐ 8 examine factors that influence community decisions to support and promote physical activity
- ☐ 9 choose and actively participate in a new group or individual activity that encourages daily participation

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GRADE 6 – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Grade 6 specific outcomes.

Specific Outcomes	Illustrative Examples
A6–2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships, alone and with others, to improve personal performance	• Use different forms of locomotion identified on a map to locate designated targets on an orienteering course set on the school field. Provide feedback to other students on the quality of the movements.
A6–7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking	• With a partner, alternate swimming two lengths of a pool, using the front crawl. When not swimming, observe the partner. When finished, give feedback on one or two aspects as identified by the teacher; e.g., travelling in a straight line, breathing technique, high elbow on recovery.
B6–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities	• Compare and contrast pictures of elite athletes, such as cyclists, hikers and swimmers, identifying the physical attributes that provide an advantage in the activity; e.g., having big shoulders in swimming. Also include examples of elite athletes with body types that do not fit the ideal in order to acknowledge that success comes from a variety of attributes.
B6–6 identify and plan for personal positive benefits from specific physical activity	• In small groups, plan and participate in an exercise program in preparation for alternative-environment activities; e.g., preparing leg muscles for skiing. Track progress throughout the program.
C6–4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education	• Take turns to be the leader on an orienteering course. At the end of the course, identify what the qualities of the effective leaders were, and discuss the value of good followership.
C6–6 identify and demonstrate positive behaviours that show respect for self and others	• List ways to show respect for others in the pool, list factors that contribute to the development of self-confidence and self-esteem, and demonstrate these things during activity.
D6–2 identify and demonstrate strategies that encourage participation and continued motivation	• Listen to local park employees or naturalists talk about participation in wilderness areas, the programs available, and possible career opportunities.
D6–6 set and modify goals to improve personal performance based on interests and abilities	• Plan and participate in activities that will broaden and enhance skill levels within an alternative environment; e.g., walking, cycling, snowshoeing and cross-country skiing.
D6–8 examine factors that influence community decisions to support and promote physical activity	• Plan and direct a school track and field day and seek community support; e.g., seniors, local business, parks and recreation department.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A6–13 demonstrate activity specific skills in a variety of individual activities; e.g., track and field/athletics
D6–1 demonstrate enjoyment of participation through extended effort in physical activity
D6–5 select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating
D6–9 choose and actively participate in a new group or individual activity that encourages daily participation

Criteria

- completes course by running or walking
- locates course targets
- participates in activity
- relates to how orienteering can be helpful in life; e.g., reading maps or hiking guides, using a compass

Assessment Strategies/Activities

Performance Task

Map-a-Course – Students follow a map to locate designated targets on an orienteering course set on the school field.

Evaluation Strategies

Rubric

4 Excellent	3 Proficient	2 Adequate	1 Limited
consistently locates targets	frequently locates targets	occasionally locates targets	rarely, if ever, locates targets
participates with enthusiasm	participates with interest	participates with some interest	participates with encouragement
accurately relates orienteering to life	relates orienteering to life	somewhat relates orienteering to life	rarely, if ever, relates orienteering to life

Communication Strategies

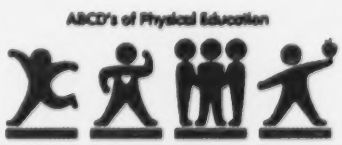
Class Discussion:

- Provide specific feedback to encourage further development.

Progress Report Comments:

- Student demonstrates an understanding that the importance of fitness and conditioning can be enhanced by orienteering activities.

Teaching students about the environment does not need to be limited to the classroom. Through environmental games, students can learn about the makeup of our ecosystem. Such activities as Animal Survival teach students about the food chain; the interaction among carnivores, herbivores and omnivores; and the impact humans can have on the environment. Survival skills, such as preventing a bear attack or how to identify poison ivy, should be integrated into activities. Physical education can also teach students about outdoor ethics. Such concepts as not leaving a trace while hiking and camping; e.g., pack it in and pack it out, can be introduced through activities that are led by teachers or created by students.



GRADE 6 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Grade 6 specific outcomes.

Specific Outcomes	Illustrative Examples
A6–6 consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship	• Use simple items; e.g., ribbons or fans, as stimuli to create dances or perform an established dance pattern.
A6–8 demonstrate and refine a variety of dances; e.g., creative, folk, line, square and novelty, alone and with others	• Discuss previous dance experiences. Learn dance styles that are new; e.g., jigs, line dancing, jazz.
A6–9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli	• Make musical instruments from recycled items, such as bottles, boxes and spoons. Create movement sequences to rhythms and sounds made with these instruments.
B6–3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and relate these to personal fitness level	• Examine the kinds of actions within dances that relate to specific components of fitness; e.g., sequences/actions that improve flexibility. Identify personal strengths and those aspects of fitness that need practice.
B6–8 understand the connection between physical activity, stress management and relaxation	• Develop a rap dance routine, based on the theme of the benefits of physical activity on stress management and relaxation.
C6–1 identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences	• Examine and develop sequences, using rhythm, size of movement or repetition, based on the ways in which people of different ages/ cultures meet, greet and part.
C6–6 identify and demonstrate positive behaviours that show respect for self and others	• Watch finished dances performed by peers, and give feedback related to the objectives of the dances.
D6–1 demonstrate enjoyment of participation through extended effort in physical activity	• Regularly, during the year, display enthusiasm for specific dances by repeating these dances. Discuss the increased benefit received when dancing with great effort.
D6–9 choose and actively participate in a new group or individual activity that encourages daily participation	• Through discussion, and in journals, identify which aspects of your activity/learning in dance affect your participation in other physical activities.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A6–9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli

D6–2 identify and demonstrate strategies that encourage participation and continued motivation

Criteria

- performs rhythmic movement that is consistent with the theme
- coordinates movement with music
- demonstrates techniques of dance style
- engages in activity

Assessment Strategies/Activities

Performance Task

Have students create a dance. Choose music that has a discernible beat of 4/4 time. The new drum beat, stomp-type music is ideal. To create a dance:

- think of two ways of moving your feet—four beats each
- think of two ways of moving your arms—four beats each
- think of two ways to travel across the floor—fit the space—for four beats each.

Combine these things to make a dance so each element flows smoothly.

Evaluation Strategies

Analytic Rating Scale (Self/peer evaluation)

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Rhythmic movement is expressive and consistent with the theme				
Movements are coordinated with the music				
Techniques of dance style are consistent and appropriate				
Particioant engages in activity				

Communication Strategies

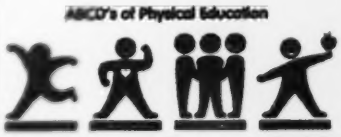
Class Discussion:

- Oral feedback—identify features that stand out.
- How creative was the performance?
- How smooth was the performance?
- Were the members of the group in time with each other?
- Did the members of the group show contrast?
- How distinguishable were the shapes from actions?
- Was the routine interesting and enjoyable?

Progress Report Comments:

- Student shows creativity in developing and performing a dance sequence.

By Grade 6, students should be able to combine basic skills with partner work and elements of time. Folk, line and square dances are excellent dance forms in which to integrate these concepts. For example, more challenging dance steps, such as the grapevine, can be integrated into line dances that use both slow and fast tempo music. Also, square dance provides students with an opportunity to use a variety of dance steps with a partner while still having a relationship with a group of students. The dance steps used should be modified to suit the needs and abilities of the students. Students should be able to modify dance steps to experience success and to rehearse those steps with which they are having difficulty.



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GRADE 6 – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

The following are selected examples of Grade 6 specific outcomes.

Specific Outcomes	Illustrative Examples
Activity	
A6–5 demonstrate ways to receive, retain and send an object with increasing accuracy	• Using a soft lacrosse stick, run while cradling the ball, and shoot at a target. Progress to passing with a partner, and later add a defender.
A6–10 demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone	• Using three pieces of equipment; e.g., a hoop, a soft flying disc and a mat, create a game that uses specified skills; e.g., jumping, dodging, throwing and catching.
A6–11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games	• Practise a give-and-go tactic with a soccer ball, by kicking a ball at an angle to the wall and moving to get the pass back from the wall. Add a stationary defender, and while dribbling toward the defender, pass to the wall before getting the return pass. Extend this activity by having an offensive player replace the wall to provide the pass back. Play a soccer game, and emphasize the give-and-go tactic.
Benefits Health	
B6–1 explain the relationship between nutritional habits and performance in physical activity	• Review *Canada's Food Guide to Healthy Eating*, and discuss how various foods in each of the food groups, including culturally-specific foods, benefit physical development and performance; e.g., protein for building muscle tissue, calcium for strong bones, sodium and potassium for nerve conduction.
B6–2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity	• Working in small groups, plan and participate in a fitness circuit using different games to develop endurance, strength and flexibility.
Cooperation	
C6–3 demonstrate etiquette and fair play	• Before playing doubles net and wall games; e.g., badminton or one-wall handball, highlight the strategies that will help create an effective team; e.g., calling "out" or "long" for your partner, playing an up-and-back formation, switching to a side-by-side formation when needed.
C6–5 describe and demonstrate practices that contribute to teamwork	• Take part in activities that require communication with others, and review how communication is an important strategy in many team games.
Do It Daily...For Life!	
D6–3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions	• Periodically review safety procedures and demonstrate them; e.g., handling equipment, emergency procedures, how to check for unsafe equipment and facilities.
D6–4 participate in, and demonstrate the benefits of, safe warm-up and cool-down activities	• Identify what joints and areas of the body are especially important to stretch before playing certain games and activities; e.g., shoulders and trunk in scooter handball.
D6–7 analyze and create different ways to achieve an activity goal that is personally challenging	• Identify one aspect of your games play to improve upon, and suggest a variety of approaches to attain this goal.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A6–10 demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone
C6–3 demonstrate etiquette and fair play
C6–5 describe and demonstrate practices that contribute to teamwork

Criteria

- follows rules
- plays fairly
- cooperates with others
- encourages team members
- demonstrates game skills; e.g., pass, volley, serve

Assessment Strategies/Activities

Performance Task

Play three-on-three volleyball on half a court, using a beach ball or a volleyball.

Evaluation Strategies

Checklist

Peer Evaluation	Yes	No
Follows rules		
Plays fairly		
Shows cooperation/teamwork		
Encourages team members (congratulates)		
Demonstrates game skills		

Rubric

4 Excellent	3 Proficient	2 Adequate	1 Limited
consistently cooperates with members of the team ☐	frequently cooperates with members of the team ☐	occasionally cooperates with members of the team ☐	rarely, if ever, cooperates with members of the team ☐
consistently encourages other team members ☐	frequently encourages other team members ☐	occasionally encourages other team members ☐	rarely, if ever, encourages other team members ☐
consistently moves to the ball without hesitation ☐	frequently moves to the ball; does not hesitate to play the ball ☐	occasionally moves to the ball, but hesitates to play the ball ☐	rarely, if ever, moves to the ball; hits the ball if it comes right to him or her ☐
consistently demonstrates, with confidence, knowledge of the rules of the game ☐	frequently demonstrates knowledge of the rules of the game ☐	occasionally demonstrates knowledge of the rules of the game ☐	unable to demonstrate knowledge of the rules of the game ☐
consistently plays fairly and shows appropriate etiquette ☐	displays a positive attitude ☐	displays an indifferent attitude ☐	displays a negative attitude ☐

Communication Strategies

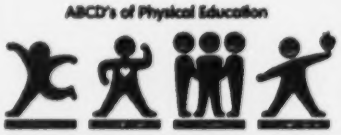
Class Discussion:

- Provide oral feedback throughout games.

Progress Report Comments:

- Student demonstrates and practises the principles of fair play and teamwork while participating in team sports.

Teachers can introduce various tactics and strategies in games simply by modifying various movement concepts; e.g., space, effort, relationship. For example, a teacher could modify a spatial concept by dividing a court into quarters. Students then play a modified version of handball whereby they are limited to their section. Teachers could then point out the advantages of zone defence. Other modifications might include: adding another ball to increase spatial awareness and communication; increasing the playing area to point out the importance of moving into space; and, limiting the number of steps players can take to focus on passing. Teachers should also try to reinforce that many of these tactics and strategies can be transferred to other types of games and sports.



GRADE 6 – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Grade 6 specific outcomes.

Specific Outcomes	Illustrative Examples
A6–3 select, perform and refine challenging nonlocomotor sequences	• Demonstrate and practise a balance on a mat. Roll a die and remember the number. The number will correspond to the number of body parts in contact with the surface during the balance.
A6–12 select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics	• Create a six-part sequence on benches, mats or small apparatus; e.g., two travels, three balances, one dismount.
B6–2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity	• Assess flexibility and strength at the beginning of the gymnastics program and again at the end, and note any improvements.
B6–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities	• Create a group movement sequence in which each student is responsible for performing a portion of the sequence. Choose from a list of movements to include in the sequence. Try challenging movements.
C6–4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education	• Use relationship concepts, such as matching, mirroring, leading and following, when creating a gymnastics sequence with a partner.
C6–6 identify and demonstrate positive behaviours that show respect for self and others	• Discuss and demonstrate how everyone can be successful by adapting or modifying activities, thus respecting each other's potential and interests; e.g., find ways to travel over a bench or overturned bench that are optimally challenging.
D6–4 participate in, and demonstrate the benefits of, safe warm-up and cool-down activities	• Add one activity to a warm-up or cool-down; e.g., lead a stretch, lead an activity.
D6–7 analyze and create different ways to achieve an activity goal that is personally challenging	• Do peer- and self-analysis through the use of creating and exchanging written task cards or videocassettes.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A6–4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance

B6–4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities

Criteria

- uses start and finish position
- demonstrates flow/continuity from move to move
- uses equipment properly
- exhibits body control
- demonstrates body extension—toes pointed, long neck, fingers stretched, torso stretched

Assessment Strategies/Activities

Performance Task

In groups of three or four, students create a culminating routine. This routine includes skills they have learned; e.g., balances, rotations, a variety of locomotor patterns and movements, landings. Have students demonstrate how some students are more naturally flexible than others. Discuss respect for others.

Evaluation Strategies

Checklist Yes = ✓ No = x

Date:	Class:				Grade:						
Name	Start position	Body control	Body extension	Group cooperation	Continuity of movement	Proper use of equipment	Still positions evident	Rotations evident	Mounts evident	Dismounts evident	Finish position

Communication Strategies

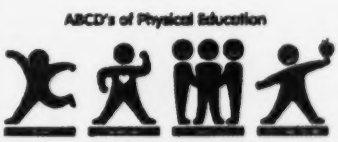
Videocassette:

- Show a videocassette of the performance for class enjoyment/positive feedback, open house, parent interviews.

Progress Report Comments:

- Student performs a wide variety of gymnastic movements, using small and large apparatus in combination with one or more elements of movement.

Students should be able to select, refine and perform a number of basic skills from their movement repertoire. These skills should be performed using various degrees of force, speed, spatial pathways and levels, and relationships with other people and objects. The sequences that students perform should show an understanding of these concepts. For example, students should be encouraged to create a sequence that demonstrates a contrast in the amount of effort used. Certain parts of the sequence may be slow, firm and bound while other parts of the sequence may be free, fine and sudden. Various degrees of spatial concept can be demonstrated by using various floor and air pathways and using equipment at various levels. Students can also create sequences with a partner or a group of people to demonstrate contrasting relationship concepts.



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GRADE 6 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Grade 6 specific outcomes.

Specific Outcomes	Illustrative Examples
A6–1 select, perform and refine challenging locomotor sequences	• Through modified track and field events, learn the locomotor sequences practised in hurdles, running and jumping—long, high, modified triple.
A6–4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance	• Practise simple wrestling moves or combination moves.
A6–13 demonstrate activity specific skills in a variety of individual activities; e.g., track and field/athletics	• Learn through short practices each of the running, jumping and throwing events.
B6–6 identify and plan for personal positive benefits from specific physical activity	• Keep a journal of personal running times/distances and fitness improvements.
B6–7 describe and chart individual fitness changes as a result of engaging in physical activity	• Using stations designed to develop the elements of fitness, set, record and modify personal fitness goals.
C6–4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education	• Take on the roles of participant, official and teacher; e.g., provide feedback to another student on how to improve jumping technique for the high jump.
C6–6 identify and demonstrate positive behaviours that show respect for self and others	• Keep a journal of physical activity and nutritional intake. Reflect on energy levels in relation to the types of food eaten.
D6–5 select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating	• Invite individuals from the community to demonstrate and talk about various health issues. Be aware of programs such as local bicycle education programs.
D6–6 set and modify goals to improve personal performance based on interests and abilities	• Focus on various ways to improve upon performance. For example, try to beat a personal best time on how fast you can run 60 m, by focusing on running more on the balls of your feet rather than your heels.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities
Selected Specific Outcomes A6–1 select, perform and refine challenging locomotor sequences C6–4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education **Criteria** • demonstrates proper techniques • takes turns • encourages peers **Assessment Strategies/Activities** Performance Task Students demonstrate appropriate high jump technique. **Evaluation Strategies** Checklist	Track and field activities have traditionally fallen within either running, jumping or throwing categories. Providing students with exposure to each category provides a setting in which they can apply many of the basic skills they have acquired during the elementary school program. Often, track and field activities are threatening to many students because they feel they are "on display" and their abilities are being compared to other students in the class. Activities should be easily modified so that students have an opportunity for success. For example, substituting a softball for a shot in the shot-put matches the equipment to the child. Although students should be exposed to a number of track and field activities, they should also be allowed to choose activities that they would like to improve upon and demonstrate. This will help foster competence, that in turn will increase the likelihood of future participation.

	Yes	No
Three-step approach		
Single leg takeoff		
Arm action, transfer momentum		
Hip action upward		
Leg action over bar		
Safe landing		
Takes turns		
Encourages peers		

Communication Strategies

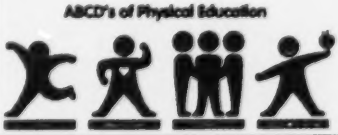
Class Discussion:

- Informal question/answer with the group at the end of the session:
  - What aspect/component was the most difficult? Why? How could we improve practice?

Progress Report Comments:

- Student is able to demonstrate proper high jump technique.

ABCD's of Physical Education



Grade 7 – Specific Outcomes

General Outcome A: Activity

A7–

Basic Skills

- ☐ 1 demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance
- ☐ 2 demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance
- ☐ 3 demonstrate ways to improve and refine the functional and expressive quality of nonlocomotor skills to improve personal performance
- ☐ 4 demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance
- ☐ 5 demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity
- ☐ 6 demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance

Application of Basic Skills

- ☐ 7 demonstrate activity-specific skills in a variety of environments and using various equipment; e.g., orienteering
- ☐ 8 refine and present a variety of dance sequences; e.g., folk, square, social and novelty, alone and with others
- ☐ 9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns
- ☐ 10 demonstrate activity-specific basic skills in a variety of games
- ☐ 11 demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity
- ☐ 12 demonstrate ways to improve and refine the functional and expressive qualities of movements that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic
- ☐ 13 demonstrate activity-specific skills in a variety of individual pursuits; e.g., power walk

General Outcome B: Benefits Health

B7–

Functional Fitness

- ☐ 1 analyze personal nutritional habits and how they relate to performance in physical activity
- ☐ 2 demonstrate and evaluate ways to achieve a personal functional level of physical fitness
- ☐ 3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activity; analyze individual abilities and formulate an individual plan for growth

Body Image

- ☐ 4 identify different body types and how all types can contribute to, or participate positively in, physical activity
- ☐ 5 discuss performance-enhancing substances as a part of the negative effect on physical activity

Well-being

- ☐ 6 identify and explain the effects of exercise on the body systems before, during and after exercise
- ☐ 7 interpret personal fitness changes as a result of physical activity
- ☐ 8 understand the connection between physical activity, stress management and relaxation

General Outcome C: Cooperation

C7–

Communication

- ☐ 1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
- ☐ 2 identify positive active living role models

Fair Play

- ☐ 3 demonstrate etiquette and fair play

Leadership

- ☐ 4 identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education

Teamwork

- ☐ 5 select and apply practices that contribute to teamwork
- ☐ 6 identify and demonstrate positive behaviours that show respect for self and others

General Outcome D: Do it Daily...for Life!

D7–

Effort

- ☐ 1 participate regularly in, and identify the benefits of, an active lifestyle
- ☐ 2 identify and demonstrate strategies that encourage participation and continued motivation

Safety

- ☐ 3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions
- ☐ 4 explain the benefits of, and demonstrate safe, warm-up and cool-down activities
- ☐ 5 recommend safe movement experiences that promote an active, healthy lifestyle; e.g., protective equipment for inline skating, ball hockey

Goal Setting/Personal Challenge

- ☐ 6 record and analyze personal goals based on interests and abilities
- ☐ 7 evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging

Active Living in the Community

- ☐ 8 identify local community programs that promote physically active lifestyles
- ☐ 9 identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers

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GRADE 7 – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Grade 7 specific outcomes.

Specific Outcomes	Illustrative Examples
A7–2 demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance	• At a swimming pool, practise proper running techniques in deep water, using waist belts or a pool noodle.
A7–7 demonstrate activity-specific skills in a variety of environments and using various equipment; e.g., orienteering	• Using a map of the classroom, gymnasium, playground or local park and an orienteering compass, locate landmarks using compass bearings.
B7–1 analyze personal nutritional habits and how they relate to performance in physical activity	• With your group, use *Canada's Food Guide to Healthy Eating* to determine a nutritious meal plan for a camping trip. Remember to review your meal plan in relation to the physical activities you will be involved in during the trip.
B7–4 identify different body types and how all types can contribute to, or participate positively in, physical activity	• Perform aqua-aerobics, using various types of movements; e.g., karate kicks, soccer kicks and grapevine walk, and discuss how to modify movements to include everyone.
C7–3 demonstrate etiquette and fair play	• Participate in an activity; e.g., canoeing, sailing, kayaking, swimming or hiking, to learn the concepts of conservation and respect for the environment.
C7–4 identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education	• Create a game in the pool. Teach the game to the rest of the class, have the class try it, and officiate and offer feedback.
D7–5 recommend safe movement experiences that promote an active, healthy lifestyle; e.g., protective equipment for inline skating, ball hockey	• Participate in a challenging snowshoeing course that is appropriate and safe. Establish rules of safety and etiquette.
D7–7 evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging	• Participate in an orienteering circuit of four to six stations that improves the components of personal physical fitness.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A7–2 demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance

D7–3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions

D7–7 evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging

Criteria

- develops each station to attend to one component of fitness; e.g., cardio-respiratory activities, flexibility, endurance, strength
- participates in activity
- demonstrates proper skills at each station
- relates to how physical fitness components can be helpful every day
- develops goals for improvement

Assessment Strategies/Activities

Performance Task

Students design and participate in an orienteering circuit of four to six stations that develops the components of physical fitness.

Evaluation Strategies Rubric

4 Excellent	3 Proficient	2 Adequate	1 Limited
each station identifies a unique fitness component	some overlap between stations	no clear distinction between stations	task not complete
consistently participates with enthusiasm	frequently participates with enthusiasm	occasionally participates with enthusiasm	participates with encouragement
consistently demonstrates proper skills	frequently demonstrates proper skills	occasionally demonstrates proper skills	requires assistance to demonstrate proper skills
consistently and accurately applies components to everyday life	frequently relates components to everyday life	occasionally relates components to everyday life	rarely, if ever, relates components to everyday life
consistently achieves goals	frequently achieves goals	goals need to be adjusted	little or no goal setting evident

Communication Strategies

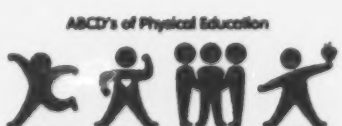
Class Discussion:

- How did the activity assist with your understanding of physical fitness components?
- Which station was most beneficial, challenging, fun?
- How does this activity prepare you for winter activity?

Progress Report Comments:

- Student is able to evaluate different ways to achieve an activity goal and determine a personal approach that is challenging.

Including cooperative and problem-solving games in the alternative environment dimension is an excellent way to foster creative thinking, diversity, appreciation and environmental sensitivity. Students can work in small or large groups to solve challenges together. For example, asking students to go through a roped course or an obstacle course as a group requires cooperation and trust among all students. Teachers should ensure that each student plays an active role within the group. Assigning equal roles and responsibilities within each group is one way to ensure every student has a chance to participate. Students can go through the course a number of times, assuming different roles. Fostering cooperative skills within challenging activities not only enhances students' social skills, but their cognitive skills as well.



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GRADE 7 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Grade 7 specific outcomes.

Specific Outcomes	Illustrative Examples
A7–3 demonstrate ways to improve and refine the functional and expressive quality of nonlocomotor skills to improve personal performance	• Use scarves, fans, canes or parachutes to exaggerate expression and nonlocomotor movements within a dance sequence.
A7–8 refine and present a variety of dance sequences; e.g., folk, square, social and novelty, alone and with others	• Demonstrate various types of turns; e.g., ¼, ½ and underarm turns, in fox trot rhythm. Duplicate these skills in other rhythms; e.g., rumba, waltz.
A7–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns	• In small groups, create a four- or five-part dance sequence to music, demonstrating changes in directions, levels and pathways.

B7–3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activity; analyze individual abilities and formulate an individual plan for growth	• Perform a "Step Stomp" routine to music that reflects the components of fitness. Add equipment; e.g., sticks or ropes, after mastering the original routine.
B7–4 identify different body types and how all types can contribute to, or participate positively in, physical activity	• In small groups, create a line dance to appropriate music. Then teach this line dance to students in lower grades. Ensure that the dance is appropriate for all children in the class to perform.
B7–8 understand the connection between physical activity, stress management and relaxation	• At the end of aerobics class, while stretching and focusing on breathing, relax and cool down to slower tempo music. Measure heart rate before and after the activity.

C7–4 identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education	• In a ballroom setting, reverse the roles of leading and following between male and female.

D7–3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions	• When designing a dance, review guidelines for contraindicated movements; e.g., weight bearing activities where the knees are bent more than 90 degrees, break-dance spins on head.
D7–8 identify local community programs that promote physically active lifestyles	• As a community service, perform and introduce appropriate dances for senior citizens or other groups.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A7–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns

C7–4 identify and then take responsibility for various roles while participating in physical activity; and, identify the leadership and followership skills used while participating in physical education

Criteria

- suggests ideas and alternatives
- makes an effort to include all members of the group
- tries new activities
- works with others
- acknowledges contributions of others
- participates in activity

Assessment Strategies/Activities

Performance Task

Dance routines. Have students create dance routines in groups of three to ten.

Evaluation Strategies

Analytic Rating Scale

Leadership	Consistently	Frequently	Occasionally	Rarely, if ever
Suggests ideas and alternatives				
Makes an effort to include all members of the group				
Willing to try new activities				
Works cooperatively with others				
Acknowledges contributions of others				
Participates with enthusiasm				

Communication Strategies

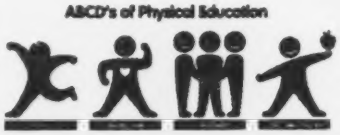
Class Discussion:

- What did you do today to work well with others?
- What are characteristics of good leadership?
- Did you see examples of good leadership?
- Response to videocassette recording.

Progress Report Comments:

Student encourages others with positive feedback regardless of outcome; student takes initiative and a leadership role to encourage others.

Many dance routines require students to hold hands, link arms and use other forms of contact. This often makes many students uncomfortable at first. Before using dances that require contact between partners, teachers can introduce various relationship concepts that do not require students to touch each other. For example, using current music, concepts such as mirroring and matching, symmetry and asymmetry, and canon; i.e., one goes and then the partner follows, can be introduced. Once students become comfortable working with other students in dance activities, dances that require contact can be introduced with less hesitation from students.



GRADE 7 – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

The following are selected examples of Grade 7 specific outcomes.

Specific Outcomes	Illustrative Examples
A7–5 demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity	• Using a "double ball"—two beanbags linked with a string or two socks tied together, with a beanbag in each sock—and ringette sticks, try to move the ball from goal line to goal line in teams of 4 to 8. The ball can only be passed by use of the sticks. No stick on stick or stick on body contact is permitted. The ball cannot be carried on a stick; rather it must be continually passed.
A7–10 demonstrate activity-specific basic skills in a variety of games	• In small groups, create stations to practise specific game skills; e.g., striking with an implement, throwing, bowling, catching, defence.
A7–11 demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common goal activity	• To practise projecting an object and following the pass, perform a three-person weave in a variety of games; e.g., handball, basketball, rugby.
B7–2 demonstrate and evaluate ways to achieve a personal functional level of physical fitness	• Using a basketball at each low post, shoot, run to the other low post, and shoot again as many times as possible in 30 seconds. A partner rebounds as quickly as possible, replaces balls and records shots made. Discuss which components of fitness must improve in order to increase score.
B7–6 identify and explain the effects of exercise on the body systems before, during and after exercise	• Participate in a number of skill stations around the gymnasium or playing field; e.g., soccer dribble, handball rally, basketball rebound, football zigzag, softball throw. Identify, on a checklist, the benefits of each station; e.g., motor coordination, strength, agility.
C7–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	• Modify a game from one category to create a game in another category; e.g., modify tennis to create a target game.
C7–5 select and apply practices that contribute to teamwork	• Take part in a cooperative game with rules that encourage group participation.
D7–1 participate regularly in, and identify the benefits of, an active lifestyle	• After playing or being taught a target game, such as bocce, horseshoes or lawn bowling, by a group of seniors, interview the seniors as to their perceived benefits of an active lifestyle.
D7–2 identify and demonstrate strategies that encourage participation and continued motivation	• Circulate through each of five to six skill development stations. As improvements are noted, record progress/results. Repeat each station for a portion of each lesson to maximize improvement.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A7–5 demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity

Criteria

- overhead throw
  - rotates trunk away
  - places opposite foot forward
  - rotates hips forward in advance of trunk
  - lags forearm behind elbow
- catching
  - focuses eyes on ball
  - bends elbows and hands in front of body
  - moves hands to meet the ball
  - positions hands and fingers correctly
  - catches with hands only
  - bends elbows to absorb force of ball

Assessment Strategies/Activities

Performance Task

Football—throwing and catching activities.

Evaluation Strategies

Checklist

Skill	Criteria	Yes	No	Comments
Overhead Throw	Rotates trunk away			
	Places opposite foot forward			
	Rotates hips forward in advance of trunk			
	Lags forearm behind elbow			
	Total action is fast and vigorous			
Catching	Focuses eyes on ball			
	Bends elbows and hands in front of body			
	Moves hands to meet the ball			
	Positions hands and fingers correctly			
	Catches with hands only			
	Bends elbows to absorb force of ball			

Communication Strategies

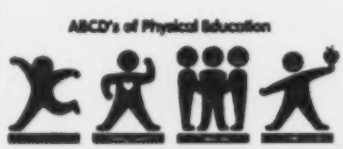
Class Discussion:

- The class gives feedback on how they did on the checklist.
- Have students demonstrate the criteria; e.g., could you demonstrate and explain proper weight transfer.

Progress Report Comments:

- Student performs basic throwing, catching and movement patterns with increased proficiency.

Test questions that examine student knowledge of every rule and call in the game are not required to lead an active lifestyle. Students should instead be knowledgeable of how to modify and adapt rules to achieve a predetermined outcome. Knowing the reasons why rules exist will assist students in understanding their function within the games context. Students can work with teachers to adopt or modify the rules such that they match the goal of the game activity. For example, if the objective is to improve passing skills in soccer, they could introduce a rule whereby a player can only touch the ball three times and then must pass or shoot the ball. Students should be encouraged to critically analyze the rules during the game and to discuss potential rule changes with their peers and the teacher.



GRADE 7 – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Grade 7 specific outcomes.

Specific Outcomes	Illustrative Examples
A7–6 demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance	• Through rhythmic gymnastics, integrate manipulative skills with nonlocomotor and locomotor activities; e.g., roll across a mat while retaining a ball with different body parts, demonstrate with a partner two ways that using a hoop can assist in a static balance.
A7–12 demonstrate ways to improve and refine the functional and expressive qualities of movements that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic	• Critique a partner's short floor/mat sequence. Provide specific feedback based upon the theme of the lesson and the criteria checklist. Repeat the process several times with one another.
B7–7 interpret personal fitness changes as a result of physical activity	• Create an individual gymnastics sequence that emphasizes specific components of fitness; e.g., create a sequence that emphasizes stability and strength, and note improvement in these areas by the end of a unit.
B7–8 understand the connection between physical activity, stress management and relaxation	• Perform stretching and flexibility activities as a way to reduce stress and increase relaxation.
C7–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	• In groups of three, plan and practise ways to create various balances that include everyone.
C7–6 identify and demonstrate positive behaviours that show respect for self and others	• As part of a team, line up in single file. Hold the waist of the person in front and lower into a squat position with knees bent no further than 90°. Chanting "choom–choom," try to hold the squat position as long as possible.
D7–2 identify and demonstrate strategies that encourage participation and continued motivation	• Coach partners as they balance; e.g., handstand, headstand.
D7–4 explain the benefits of, and demonstrate safe, warm-up and cool-down activities	• Participate in warm-up activities to prepare for participation in educational gymnastics. Warm up muscles that will be used in the movement activities of the lesson.
D7–6 record and analyze personal goals based on interests and abilities	• Record goals for a component in gymnastics that reflects individual interest/ability; e.g., progressions in balances for floor exercise.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

B7–7 interpret personal fitness changes as a result of physical activity
D7–4 explain the benefits of, and demonstrate safe, warm-up and cool-down activities
D7–5 recommend safe movement experiences that promote an active, healthy lifestyle; e.g., protective equipment for inline skating, ball hockey

Criteria

- includes an aerobic activity; e.g., jogging, skipping
- stretches major muscle groups; e.g., quadriceps, triceps
- provides for muscular strength/endurance; e.g., push-ups, tubing

Assessment Strategies/Activities

Performance Task

Warm-up. Have students create a warm-up activity that includes proper warm-up progression, aerobic activity, strengthening and stretching for Grade 7 students.

Evaluation Strategies

Checklist (self/peer/teacher)

Warm-up	Yes	No
Appropriate for fitness level of participants		
Engages participation		
Includes aerobic, strength, endurance, flexibility		
Prepares participants for the intended activity		
Allows for monitoring of progress and goal setting (warm-ups/cool-downs)		
Ensures safety (stretches)		
Individual needs of participants are addressed		
Provides clear, concise and easy-to-follow instructions		

Communication Strategies

Class Discussion:

- Describe the benefits of warm-up:
  - Why is it important to stretch warm muscles?
  - Give three good reasons why we warm up for this activity.
- Give students feedback on their warm-up, based on criteria.
- Ask questions of the class; e.g., How do you know you are ready for activity?
- Ask the group that led the warm-up questions related to the criteria.

Progress Report Comments:

- Student understands and can demonstrate the basic principles and benefits of a proper warm-up.

By Grade 7, most students should have mastered a majority of the locomotor and nonlocomotor basic skills required in gymnastics. Students should be encouraged to attempt these basic skills and create personal movement sequences on large equipment; e.g., climbers, benches, ropes, vaults, balance beams, box horses. Students should be allowed to have some input into setting up their own equipment. For example, a group of students can work together to set up a station that contains a number of pieces of large equipment on which to work. Depending on the objective of the lesson, students can then create movement sequences that are performed individually, with a partner or as a group. When working with a partner or group, concepts like matching, mirroring, canon and contrasting can be integrated into the sequence.

GRADE 7 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Grade 7 specific outcomes.

Specific Outcomes	Illustrative Examples
A7–1 demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance	• Use short and long skipping ropes to create various types of skipping routines individually, with a partner or in small groups for particular purposes; e.g., cardio-respiratory fitness, innovative steps, body language and expression.
A7–4 demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance	• Build strength using various objects like rubber tubing and soup cans or by performing resistance activities with a partner.
A7–13 demonstrate activity-specific skills in a variety of individual pursuits; e.g., power walk	• Create a fitness routine to music and teach it to the class or to small groups; e.g., aerobics, tai chi.

B7–4 identify different body types and how all types can contribute to, or participate positively in, physical activity	• Examine a body image circuit in the classroom or gymnasium. In groups of three or four, move throughout the stations and complete the activities related to body image, which include strategies to cope with related societal pressures.
B7–5 discuss performance-enhancing substances as a part of the negative effect on physical activity	• After participating in such activities as wrestling or track and field, discuss the negative ramifications of using drugs in sports.

C7–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	• Keep an active living log to monitor the types of activities done in leisure time and to describe how participation affects emotions.
C7–2 identify positive active living role models	• Discuss criteria for an active living role model; and identify appropriate school, family and community role models.

D7–6 record and analyze personal goals based on interests and abilities	• Record, in logbooks, various fitness challenges; and chart and record personal track and field goals and accomplishments.
D7–9 identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers	• Through a short questionnaire, identify factors that affect participation in daily activity. Discuss alternatives for physical activity, and create a personal plan for active living in the community.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A7–1 demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance

B7–4 identify different body types and how all types can contribute to, or participate positively in, physical activity

C7–2 identify positive active living role models

Criteria

- compares and contrasts different body types in different sports or activities—ectomorph, mesomorph, endomorph
- presents research report with organization, originality, visual impact, support material and meaningful content
- defines body types
- identifies the athlete, sport, age
- explains how each athlete's body type contributes positively to the performance in the sport
- determines that everyone can be involved in every activity regardless of body type

Assessment Strategies/Activities

Performance Task

Have students choose, as a class, an activity in which they can all participate. Have them participate for at least 20 minutes. Compare how each student felt and why; relate this to individual strengths and weaknesses. As an assignment, have students write a report that compares and contrasts different types of athletes in different sports.

Evaluation Strategies

Analytic Rating Scale— Written Language Report	Consistently	Frequently	Occasionally	Rarely, if ever
Uses a variety of research sources, including own notes				
Introduces report topic, and defines purpose				
Uses visuals and/or graphics with explanation				
Describes interesting or unusual aspects of the ideal/recommended body type				
Develops a logical and effective conclusion based on an analysis of information—no matter the body type movement can occur				
Composes report in own words				

Communication Strategies

Class Discussion:

- In a class discussion, consider information gathered by the students on all three body types.

Progress Report Comments:

- Student understands that body type can affect performance.

Providing students with exposure to a variety of different fitness programs allows them to demonstrate various basic skills in a variety of individual pursuits. Activities can range from jogging, skipping, cycling and aerobics programs to less traditional programs, such as aqua-fit, karate, speed skating, inline skating and self-defense. Exposing students to a variety of programs increases the likelihood they will find something they enjoy and continue to participate in during their leisure time. Many times, students are not aware of the nontraditional fitness programs that are available in their community. Inviting experts from the area to teach such classes can be a great way to raise awareness of the fitness opportunities open to students in their community.

Grade 8 – Specific Outcomes

General Outcome A: Activity

A8–

Basic Skills

- ☐ 1 select, combine and perform specific locomotor skills in a variety of activities to improve personal performance
- ☐ 2 select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance
- ☐ 3 select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance
- ☐ 4 select, combine and perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance
- ☐ 5 demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity
- ☐ 6 select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance

Application of Basic Skills

- ☐ 7 apply activity-specific skills in a variety of environments and using various equipment; e.g., cross-country skiing, skating
- ☐ 8 select, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others
- ☐ 9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns
- ☐ 10 select, combine and perform activity-specific basic skills in a variety of games
- ☐ 11 be able to identify and evaluate specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal
- ☐ 12 select and perform ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic
- ☐ 13 select, perform and refine activity-specific skills in a variety of individual pursuits; e.g. wrestling

General Outcome B: Benefits Health

B8–

Functional Fitness

- ☐ 1 monitor and analyze a personal nutrition plan that affects physical performance
- ☐ 2 demonstrate and monitor ways to achieve a personal functional level of physical fitness
- ☐ 3 explain fitness components and principles of training, and formulate individual plans for personal physical fitness

Body Image

- ☐ 4 acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images
- ☐ 5 discuss performance-enhancing substances and how they can affect body type in relation to physical activity

Well-being

- ☐ 6 analyze the personal effects of exercise on the body systems before, during and after exercise
- ☐ 7 monitor, analyze and assess fitness changes as a result of physical activity
- ☐ 8 describe and perform appropriate physical activities for personal stress management and relaxation

General Outcome C: Cooperation

C8–

Communication

- ☐ 1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
- ☐ 2 discuss positive active living role models

Fair Play

- ☐ 3 demonstrate etiquette and fair play

Leadership

- ☐ 4 describe, apply and practise leadership and followership skills related to physical activity

Teamwork

- ☐ 5 recommend practices that contribute to teamwork
- ☐ 6 identify and demonstrate positive behaviours that show respect for self and others

General Outcome D: Do it Daily...for Life!

D8–

Effort

- ☐ 1 participate regularly in, and identify and describe the benefits of, an active lifestyle
- ☐ 2 develop a personal plan that encourages participation and continued motivation

Safety

- ☐ 3 select and apply rules, routines and procedures for safety in a variety of activities
- ☐ 4 design and perform warm-up and cool-down activities
- ☐ 5 appraise or judge movement experiences for safety that promote an active, healthy lifestyle; e.g., safe use of equipment

Goal Setting/Personal Challenge

- ☐ 6 monitor, revise and refine personal goals based on interests and abilities
- ☐ 7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group

Active Living in the Community

- ☐ 8 analyze community programs that promote a physically active lifestyle
- ☐ 9 analyze factors that affect choices of physical activity for life, and create personal strategies to overcome barriers

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GRADE 8 – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Grade 8 specific outcomes.

Specific Outcomes	Illustrative Examples
A8–4 select, combine and perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance	• Move through an obstacle course outside or in the gymnasium, that includes skills like balancing, hanging and twisting.
A8–7 apply activity-specific skills in a variety of environments and using various equipment; e.g., cross-country skiing, skating	• Become cognizant of and able to apply similar concepts and skills in different environments; e.g., apply force production in a stroking action in skating and cross-country skiing.
B8–2 demonstrate and monitor ways to achieve a personal functional level of physical fitness	• Perform exercises to increase fitness levels for specific outdoor activities; e.g., flexibility and muscular endurance for cross-country skiing.
B8–4 acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images	• Listen to presentations by local program providers, such as a community recreation centre, outdoors club or club for skiers who are disabled. Try some activities like wheel chair basketball. • Discuss misconceptions, related to the participation of disabled athletes in physical activity, that may have been dispelled as a result of the presentations.
B8–8 describe and perform appropriate physical activities for personal stress management and relaxation	• Participate in one-day field trips in a naturalist environment; e.g., cross-country skiing, mountain biking or hiking, and discuss the "whole body" benefits of such activities.
C8–4 describe, apply and practise leadership and followership skills related to physical activity	• Participate in a wall-climbing experience, and change leaders throughout the experience; e.g., one student determines the path for others to follow.
D8–1 participate regularly in, and identify and describe the benefits of, an active lifestyle	• Participate in a variety of outdoor pursuits, keeping a log of experiences. Write a paper based on the log and the benefits of being active in the outdoors.
D8–2 develop a personal plan that encourages participation and continued motivation	• Modify existing games for alternative environments; e.g., hockey in the pool.
D8–8 analyze community programs that promote a physically active lifestyle	• Discover and use community resources to be active; e.g., canoeing, inline skating, swimming, cross-country skiing.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A8–7 apply activity-specific skills in a variety of environments and using various equipment; e.g., cross-country skiing, skating
C8–3 demonstrate etiquette and fair play
D8–8 analyze community programs that promote a physically active lifestyle

Criteria

- participates fully in activity
- demonstrates cross-country skiing techniques
- respects environment
- displays qualities of fair play
- demonstrates safe practices in use of equipment

Assessment Strategies/Activities

Performance Task

Students take part in cross-country skiing.

Evaluation Strategies

- Sample questions:
  - Skill: Describe how to develop speed.
  - Safety: How do you get up and fall appropriately?
  - Equipment: How do you choose correct sizes of skis and poles?
  - Active Lifestyle: Describe how cross-country skiing promotes all components of fitness; e.g., flexibility, muscular strength, muscular endurance, cardio-respiratory fitness.
  - List cross-country ski trails in the community.
  - List the elements of a challenging cross-country trail.

Rubric

4 Excellent	3 Proficient	2 Adequate	1 Limited
consistently involved in activity	frequently involved in activity	occasionally involved in activity	rarely, if ever, involved in activity
consistently demonstrates skills, knowledge and safety	frequently demonstrates skills, knowledge and safety	occasionally demonstrates skills, knowledge and safety	rarely, if ever, demonstrates skills, knowledge and safety
consistently shows respect for others, equipment and its use in the environment	frequently shows respect for others, equipment and its use in the environment	occasionally shows respect for others, equipment and its use in the environment	rarely, if ever, shows respect for others, equipment and its use in the environment

Communication Strategies

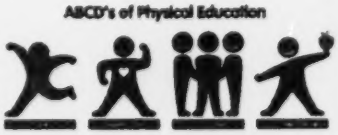
Class Discussion:

- Feedback is provided in writing by the teacher and includes: features that stand out, suggestions to strengthen or improve the performance.

Progress Report Comments:

- Student has experienced a variety of active experiences in the outdoors, including cross-country skiing, snowshoeing and skating.

Although a major emphasis should be placed on correct technique in the aquatics program, activities that participants can perform in the water should also be introduced. For example, games like water polo, underwater hockey and water basketball can be easily integrated. These games also can be easily modified by instructors or students to ensure they match the ability levels of students. For example, using personal floatation devices (PFDs) provides an opportunity for students who may not be strong swimmers to participate with the other students. Playing games in the water that are appropriate for all ability levels helps to ensure students leave the pool feeling good about themselves. This in turn increases the chance they will choose the water as one of their activity environments in the future.



GRADE 8 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Grade 8 specific outcomes.

Specific Outcomes	Illustrative Examples
A8–1 select, combine and perform specific locomotor skills in a variety of activities to improve personal performance	• Perform dance steps; e.g., swing, skip, do-si-do and grapevine, with and without music, individually and with others.
A8–8 select, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others	• Perform a variety of dances from different cultures or historical time periods; e.g., troika, schottische, jive. Visit a local Métis association or First Nations Elder, and learn the basic steps of a traditional dance.
A8–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns	• Create a dance sequence based on a theme; e.g., anger, laughter, sports, water, flight, transportation.

B8–1 monitor and analyze a personal nutrition plan that affects physical performance	• List the effects of such things as carbohydrates, fats and proteins on the physical demands of various types of dance; e.g., aerobics, jive, ballet.
B8–6 analyze the personal effects of exercise on the body systems before, during and after exercise	• Measure hamstring/low back flexibility before a class of jigging, and then repeat measurements again after the class. Discuss how the circulatory system and the musculoskeletal system work together to increase flexibility through increased body temperature, lubrication of joints and stretching of soft tissues.

C8–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	• Perform dances for the class, videotaping the presentations. Watch the videocassette and highlight the positive aspects of the dances and those aspects that need improvement.
C8–3 demonstrate etiquette and fair play	• As a culminating activity, perform dances from previous generations to show appreciation for the old and new styles of dancing and to practise related social etiquette.

D8–3 select and apply rules, routines and procedures for safety in a variety of activities	• Discuss proper etiquette in dance routines and receive feedback when dances are demonstrated; e.g., bowing to partner and not swinging partner too hard when performing a square dance.
D8–7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group	• Listen to guest instructors or watch a videocassette about different dance styles; e.g., ballroom, country, hip-hop, round (Aboriginal). Discuss how to incorporate such dances into leisure time; e.g., wedding dance, cultural ceremonies, school graduation.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A8–8 select, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others

Criteria

- locomotor skills
- rhythm/timing
- footwork
- posture/presentation
- improvement

Assessment Strategies/Activities

Performance Task

Jazz, Square, Social, Novelty, Line Dance—Students perform one of these dances that have been taught to the class. Videotape the performance.

Evaluation Strategies

Rubric

Criteria	Excellent (4)	Proficient (3)	Adequate (2)	Limited (1)
Locomotor skills				
Rhythm/timing				
Footwork				
Posture/presentation				
Improvement				

Communication Strategies

Class Discussion:

- Can you use these learned skills in any situation out of physical education class?
- Show the videocassette in class and make comments.
- Reflect on the nutritional needs of a physically active person.

Parent/Teacher Presentation:

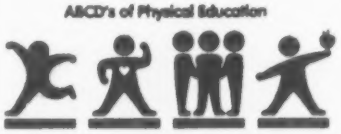
- Show the videocassette.

Progress Report Comments:

- Student demonstrates a positive attitude toward dance and movement activities from other countries.

Videotaping dance sequences is an excellent way for students to analyze their own performances. After viewing the videocassette, students should identify ways to refine and improve the quality of their performance. For example, students should be able to identify ways to improve the quality of their dance steps and movement patterns within the context of the dance. As well, ways to enhance the expressive quality of their dance sequence should be identified. At first, students may be intimidated watching themselves on videocassette. Teachers should attempt to provide a nonthreatening climate to view the videocassette, where students can focus on their performance and discuss ways to improve.

ABCD's of Physical Education



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GRADE 8 – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

The following are selected examples of Grade 8 specific outcomes.

Specific Outcomes	Illustrative Examples
A8–5 demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity	• Work individually against a wall, with partners and in small groups to practise activity-specific motor skills; e.g., kicking, forehand stroke. Discuss the body mechanics involved and how to assess progress.
A8–10 select, combine and perform activity-specific basic skills in a variety of games	• Demonstrate aiming skills in a number of target activities; e.g., bocce, curling, bowling.
A8–11 be able to identify and evaluate specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal	• Practise specific offensive and defensive strategies, effective in the playing of territory games, in isolated game-like situations; e.g., two-on-two to practise pick-and-roll and give-and-go.
B8–4 acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images	• Discuss the emotional and physical damage and risks associated with sport and fitness stereotypes, and role play examples of appropriate and inappropriate comments; e.g., "girls aren't strong," "jocks aren't smart."
B8–6 analyze the personal effects of exercise on the body systems before, during and after exercise	• Monitor and chart heart rate before, during and after various types of games; e.g., target, court, field and territorial. Discuss the similarities and differences in heart rate.
C8–5 recommend practices that contribute to teamwork	• Incorporate temporary rules to encourage teamwork; e.g., a different player each time to attempt to score.
C8–6 identify and demonstrate positive behaviours that show respect for self and others	• Make one positive comment to a teammate and to an opponent during the playing of a game.
D8–5 appraise or judge movement experiences for safety that promote an active, healthy lifestyle; e.g., safe use of equipment	• Create a new game that demonstrates the use of safety skills that have been learned. Then demonstrate the new game to the class.
D8–6 monitor, revise and refine personal goals based on interests and abilities	• Continually set personal challenges based on participation in a community sport; e.g., move higher on a tennis ladder at a drop-in centre/club, play for the local lacrosse team.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A8–11 be able to identify and evaluate specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal

B8–4 acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images

C8–6 identify and demonstrate positive behaviours that show respect for self and others

Criteria

- Interview
  - prepares a list of questions for the interview
  - takes notes or records details
  - clarifies ideas
  - employs a variety of thought-provoking questions
  - conducts a group interview with the wheel chair athlete
  - summarizes key comments/ideas
- News Article
  - develops a news article that reveals understanding/empathy
  - identifies specific strategies and tactics to adapt to special needs

Assessment Strategies/Activities

Performance Task

Students listen to a wheel chair basketball athlete and participate in wheel chair basketball. They conduct an interview and write a news article to include in a journal.

Evaluation Strategies

Rubric (News Article)

- 5Ws = who, what, when, where, why
- 1H = how

4 Excellent	3 Proficient	2 Adequate	1 Limited
very good use of appropriate eye-catching headline	appropriate use of eye-catching headline	good use of appropriate headline	limited headline
consistently and concisely expresses viewpoint throughout	frequently expresses viewpoint	occasionally expresses viewpoint	rarely, if ever, expresses own viewpoint
consistently attends to the 5Ws/1H to inform the reader	frequently attends to the 5Ws/1H to inform the reader	occasionally attends to the 5Ws/1H to inform the reader	rarely, if ever, attends to 5Ws/1H
consistently uses quotes	frequently uses quotes	occasionally uses quotes	rarely, if ever, uses quotes

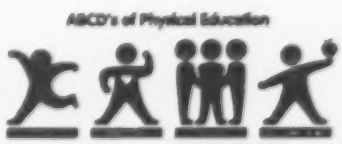
Communication Strategies

- Share articles in a school newsletter or local newspaper.

Progress Report Comments:

- Student is able to identify and demonstrate positive behaviours that show respect for self and others.

Students should be exposed to a variety of traditional and nontraditional games and sports. Many times, the games program only focuses on traditionally taught sports; e.g., basketball, hockey, soccer, volleyball. Although these are important to include in the program, all students—boys and girls—should be exposed to sports that are often excluded from the program. Examples of sports not traditionally taught include: lacrosse, field hockey, cricket, ultimate discs and rugby. Schools should attempt to work together to share ideas, resources and equipment that are needed to play nontraditional sports. For example, one school may wish to lend their lacrosse equipment to a school that has cricket equipment. Exposing students to a variety of activities increases the options from which they may choose during their leisure time.



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GRADE 8 – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Grade 8 specific outcomes.

Specific Outcomes	Illustrative Examples
A8–3 select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance	• Create a movement sequence with a partner, showing contrasting balances at different levels. Include two different rolls and two jumps in the sequence.
A8–12 select and perform ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic	• Create sequences, with or without music, that use small objects, such as hoops, balls, clubs or ribbons, and that incorporate specific gymnastic skills.
B8–5 discuss performance-enhancing substances and how they can affect body type in relation to physical activity	• Discuss the types of performance-enhancing substances that are common in gymnastics; e.g., steroids to increase strength and birth control pills to delay menarche, and discuss the negative side effects. Role play scenarios to convince users of dangers.
B8–7 monitor, analyze and assess fitness changes as a result of physical activity	• Discuss how gymnastic skills can enhance many fitness components, such as strength and flexibility, and select and engage in exercises for each component.
C8–3 demonstrate etiquette and fair play	• Participate in an educational gymnastics routine with a partner. Perform the routine, using balls, ribbons, hoops or ropes to demonstrate an exchange and interplay with the partner and equipment; e.g., perform a forward roll through a hoop, perform a forward roll with a ball.
C8–6 identify and demonstrate positive behaviours that show respect for self and others	• Develop gymnastics sequences collaboratively with a partner to create various balance patterns.
D8–4 design and perform warm-up and cool-down activities	• As a class, decide on warm-up and cool-down activities that establish safety procedures related to equipment use, set-up, take-down and emergency situations.
D8–9 analyze factors that affect choices of physical activity for life, and create personal strategies to overcome barriers	• Discuss how developing total body strength and body control through gymnastics activity helps in everyday life; e.g., knowing how to land and roll out of a fall safely, being strong enough to climb out of a window in case of a fire.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A8–3 select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance

C8–6 identify and demonstrate positive behaviours that show respect for self and others

Criteria

- includes a minimum of two pyramids
- includes a minimum of a one-point balance, two-point balance, three-point balance
- includes a minimum of three different types of locomotion
- includes a minimum of three different types of nonlocomotion
- demonstrates evidence of mirroring, following or opposites
- demonstrates different levels—high, medium, low
- includes all group members
- includes music and costumes to enhance the routine

Assessment Strategies/Activities

Performance Task

Students develop, practise and demonstrate a gymnastics routine to satisfy the criteria above.

Evaluation Strategies

Rubric (Cooperation)

4 Excellent	3 Proficient	2 Adequate	1 Limited
group members consistently focus on task within timelines	group members frequently focus on task within timelines	group members occasionally focus on task within timelines	group members rarely, if ever, focus on task within timelines
respect for others' ideas is consistently evident	respect for others' ideas is frequently evident	respect for others' ideas is occasionally evident	little or no respect for others' ideas
conflicts or disagreements are dealt with constructively	conflicts or disagreements are dealt with	conflicts or disagreements are occasionally dealt with	conflicts or disagreements are ignored

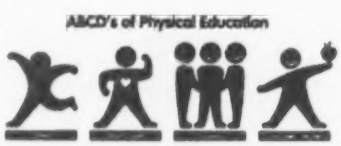
Communication Strategies

- Routine is presented to the class during intramurals, and prizes are given.
- A group mark is given.
- Results of individual rubric are given.

Progress Report Comments:

- Student is able to identify and demonstrate positive behaviours that show respect for self and others.

Rhythmic gymnastics is an excellent way to combine manipulative skills with the traditional locomotor and nonlocomotor skills. Such equipment as balls, hoops, ribbons and beanbags can be integrated into the gymnastics program to create sequences that combine skills from the three basic skills categories; e.g., locomotor, nonlocomotor and manipulative. Teachers can also use other types of gymnastics to enhance movement competence, positive interaction, health benefits and personal responsibility.



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GRADE 8 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Grade 8 specific outcomes.

Specific Outcomes	Illustrative Examples
A8–2 select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance	• Plan and lead aerobic activities, combining locomotor and nonlocomotor skills, with or without music.
A8–6 select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance	• Practise various throwing activities, using specific criteria and peer review skills.
A8–13 select, perform and refine activity-specific skills in a variety of individual pursuits; e.g., wrestling	• Use stations to practise track and field events. Move from station to station and record personal assessments and comments.

B8–2 demonstrate and monitor ways to achieve a personal functional level of physical fitness	• Participate in weight bearing activities; e.g., using soup cans or resistance tubing, as a way to increase flexibility and strength. Monitor and measure flexibility and strength progress over a period of time.
B8–3 explain fitness components and principles of training, and formulate individual plans for personal physical fitness	• Assess and record individual fitness levels in a portfolio. Plan a training program, set and modify goals, and reflect on results.
B8–8 describe and perform appropriate physical activities for personal stress management and relaxation	• Perform various stress management and relaxation exercises after receiving instruction from qualified instructors in the community; e.g., yoga.

C8–2 discuss positive active living role models	• Identify and discuss the positive attributes of local citizens, of varying ages, who are still active; e.g., doctor who jogs, school secretary who cycles.
C8–3 demonstrate etiquette and fair play	• Discuss rules, safety considerations and etiquette appropriate for specific activities, such as velodrome cycling or returning a shot after putting (shot-put).

D8–6 monitor, revise and refine personal goals based on interests and abilities	• Invite local athletes or active living role models to discuss how they use goals to increase their personal performance. Set individual goals and think of ways to reach them.
D8–7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group	• Choose a track and field event. Then develop a training program to increase performance and reach personal goals in this event.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A8–13 select, perform and refine activity-specific skills in a variety of individual pursuits; e.g., wrestling

D8–3 select and apply rules, routines and procedures for safety in a variety of activities

D8–7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group

Criteria

- Sprint
  - see checklist below
- Long Jump
  - see checklist below

Assessment Strategies/Activities

Performance Task

Track and Field—Throughout this activity, assist students in developing their skills in the areas of running and jumping. Students set goals related to this activity.

Evaluation Strategies

Checklist (Peer Evaluation)

Criteria	1st Observation		2nd Observation	
	Working to Achieve	Has Achieved	Working to Achieve	Has Achieved
Sprint				
• Arms bent 90 degrees				
• Hands to nose				
• Elbow back to get knee lift				
• Pawing action of foot				
• Driving action of back leg				
• Runs tall without forward lean				
Long Jump				
• Approach uses sprint criteria				
• Active foot–pawing action of foot				
• Knee drive like the A's drill				
• Thigh parallel to ground				
• Lower leg hangs straight down				
• Good extension off the ground				
• Pause—drives knees up and holds in position				

Communication Strategies

Class Discussion:

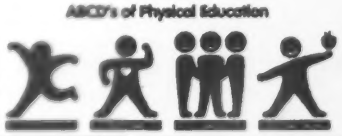
- Give results of peer evaluation.
- Give peers feedback to help them improve their skills.

Progress Report Comments:

- Student demonstrates a mature understanding of the proper technique in sprinting and jumping.

Various elements of fitness and personal assessment can be introduced by designing an outdoor circuit with a number of stations set around a jogging course. At each station, students choose from a number of different exercises that vary in difficulty and then jog to the next station. Students are encouraged to select those activities that will challenge their abilities. Heart rate checks can also be integrated throughout the circuit. The circuit itself does not have to be an elaborate design, but should be appropriate for the students in the class. Students should be active participants in helping design, set up and maintain the circuit. Participants should be encouraged to improve upon their personal performance and attempt more challenging activities each time they go through the circuit.

ABCD's of Physical Education



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Grade 9 – Specific Outcomes

General Outcome A: Activity

A9–

Basic Skills

- ☐ 1 apply and refine locomotor skills and concepts to a variety of activities with increased control to improve personal performance
- ☐ 2 apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance
- ☐ 3 apply and refine nonlocomotor skills and concepts to a variety of activities with increased control to improve personal performance
- ☐ 4 apply and refine nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance
- ☐ 5 apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity
- ☐ 6 apply and refine manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance

Application of Basic Skills

- ☐ 7 apply and refine activity-specific skills in a variety of environments; e.g., hiking, wall climbing
- ☐ 8 create, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others
- ☐ 9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns
- ☐ 10 apply and refine activity-specific basic skills in a variety of games
- ☐ 11 create and plan activities that emphasize specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal
- ☐ 12 apply and refine ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic
- ☐ 13 apply and refine activity-specific skills in a variety of individual pursuits; e.g., fitness activities

General Outcome B: Benefits Health

B9–

Functional Fitness

- ☐ 1 design, monitor and personally analyze nutrition programs that will affect physical performance
- ☐ 2 demonstrate, monitor and analyze ways to achieve a personal functional level of physical fitness
- ☐ 3 design and implement a personal fitness and activity plan, using the principles of training: frequency intensity, duration

Body Image

- ☐ 4 acknowledge and analyze the media and peer influences on body image
- ☐ 5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity

Well-being

- ☐ 6 analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise
- ☐ 7 monitor, analyze and assess fitness changes as a result of physical activity
- ☐ 8 select and perform appropriate physical activities for personal stress management and relaxation

General Outcome C: Cooperation

C9–

Communication

- ☐ 1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
- ☐ 2 identify and discuss the positive behaviours that are demonstrated by active living role models

Fair Play

- ☐ 3 demonstrate etiquette and fair play

Leadership

- ☐ 4 describe, apply, monitor and practise leadership and followership skills related to physical activity

Teamwork

- ☐ 5 develop practices that contribute to teamwork
- ☐ 6 identify and demonstrate positive behaviours that show respect for self and others

General Outcome D: Do it Daily...for Life!

D9–

Effort

- ☐ 1 participate regularly in, and realize the benefits of, an active lifestyle
- ☐ 2 develop a personal plan that encourages participation and continued motivation

Safety

- ☐ 3 select and apply rules, routines and procedures for safety in a variety of activities from all movement dimensions
- ☐ 4 analyze, design and perform warm-up and cool-down activities
- ☐ 5 design safe movement experiences that promote an active, healthy lifestyle; e.g., student-created games

Goal Setting/Personal Challenge

- ☐ 6 determine and articulate challenging personal and team goals based on interests and abilities
- ☐ 7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group

Active Living in the Community

- ☐ 8 evaluate community programs that promote physically active lifestyles and how they meet local needs
- ☐ 9 develop strategies to counteract influences that limit involvement in physical activity

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GRADE 9 – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Grade 9 specific outcomes.

Specific Outcomes	Illustrative Examples
A9–1 apply and refine locomotor skills and concepts to a variety of activities with increased control to improve personal performance	• Perform various swimming strokes and then demonstrate them in aquatic games; e.g., water polo.
A9–7 apply and refine activity-specific skills in a variety of environments; e.g., hiking, wall climbing	• Perform locomotor and nonlocomotor skills as they relate to alternative-environment activities, such as route finding and map reading for orienteering.
B9–6 analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise	• Plan a day hike that takes into consideration physical abilities and nutritional requirements to successfully complete the trip. Identify such things as equipment needs, preparatory activities, safety considerations, environmental concerns and food. Compare the demands of the trip to typical daily requirements.
B9–7 monitor, analyze and assess fitness changes as a result of physical activity	• Identify, perform and monitor the effectiveness of various exercises and drills that help prepare for activities in alternative settings; e.g., exercises to strengthen the quadriceps for skiing activities, stretching and running activities for hiking and orienteering, upper-body exercises for canoeing or hiking.
C9–4 describe, apply, monitor and practise leadership and followership skills related to physical activity	• Plan and lead activities during a one-day field trip for such things as cross-country skiing, rock climbing, mountain biking and hiking.
C9–6 identify and demonstrate positive behaviours that show respect for self and others	• Assist in planning a trip to participate in tipi camping. Learn the significance, importance and traditions of a specific Aboriginal culture through the teachings of Elders.
D9–2 develop a personal plan that encourages participation and continued motivation	• Through brainstorming and research, identify factors that might affect physical activity choices throughout life; e.g., community resources, physical needs, career choices, climate, cost. Role play to discover personal resolutions to any barriers.
D9–6 determine and articulate challenging personal and team goals based on interests and abilities	• Complete a safe cycling orienteering course throughout the community that uses clues to provide individual and team challenges.
D9–7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group	• Brainstorm the rules, risks and challenges presented in inline skating or skateboarding prior to going onto a shared play area. Work toward an individual and/or group activity goal; e.g., different levels of obstacle courses.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

B9–6 analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise

C9–4 describe, apply, monitor and practise leadership and followership skills related to physical activity

D9–6 determine and articulate challenging personal and team goals based on interests and abilities

Criteria

- indicates how nutrition, fitness and physical activity relate to the cycling experience
- exhibits cycling etiquette
- contributes to the success of the team
- indicates the factors that influence personal fitness
- establishes a plan for monitoring progress

Assessment Strategies/Activities

Performance Task

With the outcomes in mind, students prepare for a 5-day, 50-km cycling trip through the countryside. Have students discuss the importance of hydration, cycling etiquette on bike paths and safety on roads, and the effect of heat on fitness level.

Evaluation Strategies

Checklist for Day Pack	Yes	No
Bike repair kit		
Ample nutritious food		
Adequate fluids, water bottle		
First-aid kit		
Suitable clothing for weather conditions		
Money and identification		
Sunscreen, sunglasses, bug repellent		
Medication		

Communication Strategies

Feedback:

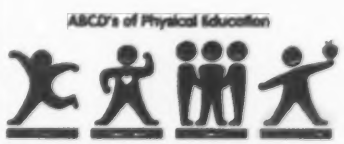
Before – Send home an information letter detailing the expectations of the students and the purpose—student learning outcomes—for the trip. Invite parents to attend.

After – Create a picture board/display of the trip; discuss the trip with students.

Progress Report Comments:

- Student is able to analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise. Student is able to analyze what is needed to safely participate in a cycling trip of 5 days.

Teaching safety education need not be limited to field trips. In a classroom, gymnasium and/or schoolyard, teachers can effectively teach the basic principles of preparation, prevention, travelling with others, conservation, staying put and having a positive mental attitude. For example, activities that focus on building shelters in various climates and environments can be performed easily in the schoolyard. As well, creating games out of simple tasks is an important survival skill to keep a positive mental attitude in times of distress. Other activities, such as creating a survival kit with an emergency signal; water treatment material; durable, high-caloric foods; heat source; and first-aid materials, should be included. Preparing students in advance will help enhance the quality of their future outdoor experience.



GRADE 9 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Grade 9 specific outcomes.

Specific Outcomes	Illustrative Examples
A9–3 apply and refine nonlocomotor skills and concepts to a variety of activities with increased control to improve personal performance	• Using music of different cultures, explore both locomotor and nonlocomotor movements; e.g., focus upon turns, hand movements, body percussions and gestures to enhance performance.
A9–8 create, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others	• Perform dance steps in specific formations; e.g., couple, circle, line.
A9–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns	• Perform various dance steps; e.g., slap leather, waltz and jiffy mixer, that have been taught through teacher or peer demonstrations.
B9–1 design, monitor and personally analyze nutrition programs that will affect physical performance	• Compare fat content and carbohydrate levels of the top brands of nutritional supplement beverages to determine the most appropriate beverage for the current activity.
B9–2 demonstrate, monitor and analyze ways to achieve a personal functional level of physical fitness	• In a group, create a 5-minute aerobic dance routine for other students. Analyze the functional components of fitness required.
C9–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	• Using self-created poetry, pictures or photographs as a stimulus, create and perform dance sequences. Exhibit appropriate audience behaviours when watching classmates.
C9–6 identify and demonstrate positive behaviours that show respect for self and others	• Research dances from various cultures; e.g., Métis, First Nations and Inuit, and prepare a presentation for the class.
D9–1 participate regularly in, and realize the benefits of, an active lifestyle	• Work with a partner or in small groups to create a dance and perform with others. Select music, make up a name for the dance, select a formation and create the steps.
D9–8 evaluate community programs that promote physically active lifestyles and how they meet local needs	• Listen to a guest instructor from a local program or a traditional First Nations dance instructor teach a dance.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A9–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns

C9–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity

C9–4 describe, apply, monitor and practise leadership and followership skills related to physical activity

D9–1 participate regularly in, and realize the benefits of, an active lifestyle

Criteria

- demonstrates rhythmic movement/flow that is expressive and consistent with the theme
- movements are coordinated with music
- techniques of dance style are consistent and appropriate
- participant is engaged in activity

Assessment Strategies/Activities

Performance Task

Choreograph and perform a line, aerobic or creative dance.

Evaluation Strategies

Analytic Rating Scale (self/teacher/peer evaluation)

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Rhythmic movement/flow is expressive				
Movement is consistent with the theme				
Movements coordinated with music				
Techniques of dance style are consistent and appropriate				
Participant is engaged in activity				

Communication Strategies

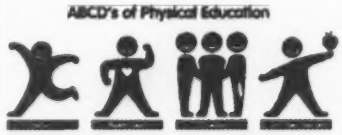
Demonstrations:

- Perform at noon hour—intramural competition.
- Visit seniors' home or young children to perform.
- Videotape and display for parents.

Progress Report Comments:

- Student choreographed and performed dance sequences, using the elements of movement, basic dance steps and patterns.

Students should be able to demonstrate and perform various dance steps from a variety of different dance forms; e.g., folk, square, line, ballroom, jazz and modern, individually and with a partner. In situations where one partner leads and the other follows, both individuals should get a chance to lead. In addition to instructors providing feedback to students on how to improve and refine their dance steps, other students should provide feedback to their peers. Students should evaluate the functional; e.g., move in a straight line to get to the other side of the room, and the expressive; e.g., move quickly to the other side of the room to convey excitement and the significance of their own and others' dance steps. This provides students with an opportunity to develop an aesthetic appreciation for the many different types of dance steps.



GRADE 9 – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

The following are selected examples of Grade 9 specific outcomes.

Specific Outcomes	Illustrative Examples
A9–5 apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity	• Use a variety of objects and implements; e.g., balls, racquets, quoits and sticks, to practise activity-specific motor skills, such as dribbling, cradling, passing, catching and serving in game-like situations.
A9–10 apply and refine activity-specific basic skills in a variety of games	• Apply motor skills, mechanics and strategies to small- and large-group game activities; e.g., modified, cooperative or competitive games, such as cricket, badminton and soft lacrosse. Receive feedback and continue to work at applying these skills in a variety of situations.
A9–11 create and plan activities that emphasize specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal	• Create a game that incorporates the importance of creating space. After playing the game, introduce a defensive strategy to try and prevent the other team from creating space.
B9–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity	• Identify potential benefits of common performance-enhancing substances; e.g., caffeine, creatine. Present facts on a chart, and identify known risk factors associated with each substance. Reflect on long-term health versus quick results.
B9–6 analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise	• Compare the demands among different types of games and the effect on heart rates. For example, plot the average heart rates of the class after playing basketball, bowling, baseball and badminton. Discuss the energy needed to play these different games.
C9–3 demonstrate etiquette and fair play	• Call a "let" when a shot is interfered with, when playing net and wall games.
C9–5 develop practices that contribute to teamwork	• In small groups, create a competitive or cooperative game. While participating, focus on ensuring that all team members feel like they are part of the game; and ensure that appropriate, positive language is used.
D9–3 select and apply rules, routines and procedures for safety in a variety of activities from all movement dimensions	• Check the playing area and equipment before use; e.g., when warming up on a field, look for glass and potholes, and check that goal posts are properly secured.
D9–6 determine and articulate challenging personal and team goals based on interests and abilities	• Establish and evaluate personal goals related to fitness, motor abilities and the maintenance of a healthy lifestyle. Use active health labs, personal fitness assessments or computer spreadsheets to monitor progress.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A9–5 apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity

C9–3 demonstrate etiquette and fair play

Criteria

- demonstrates etiquette in the game of badminton
- demonstrates skills
- participates willingly
- cooperates, willingly, and applies the rules of the game

Assessment Strategies/Activities

Performance Task

Badminton—Participate in a game situation with emphasis on sportsmanship.

Evaluation Strategies

Checklist	Yes	No
Shakes hands with opponent		
Warms up with a variety of shots		
Determines who serves		
Gives shuttlecock back to opponent		
Calls lines		
Uses sportsmanlike talk; e.g., "good shot"		
Keeps score		
Corrects serving or scoring errors		
Handles situation if opponent is not following rules		
Uses end of match procedure		

Communication Strategies

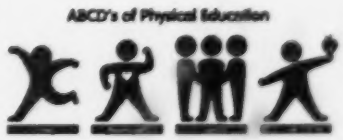
Class Discussion:

- Have an individual/group discussion during and after the game.

Progress Report Comments:

- Student has a positive attitude and is willing to work with others who possess different abilities and interests.

Learning games from various cultures can be a unique educational experience and a valuable component to the games program. For example, students could work in groups and choose a culture to study. The games that these cultures play, or played, can be introduced and taught by each group. Not only should students present the procedure of playing the game, they should also research the meaning or importance the game plays or played in the culture. Students can also examine the many tactics and strategies used within these games to gain an understanding of their function and compare this to the games and sports they often play. Exposing students to the games and sports of various cultures not only fosters cultural awareness but also broadens activity choices within the students' leisure time.



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GRADE 9 – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Grade 9 specific outcomes.

Specific Outcomes	Illustrative Examples
Activity	
A9–4 apply and refine nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance	• While hanging from a horizontal bar with two or three other students, pass a ball back and forth between feet as many times as possible, as a means of developing core body strength.
A9–6 apply and refine manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance	• Use ribbons, hoops, balls or clubs to create rhythmic gymnastics routines; e.g., ribbon movement on various planes, combined with complementary body movement.
A9–12 apply and refine ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic	• With a partner, create and perform a floor/mat sequence based upon the theme "assisted flight."
Benefits Health	
B9–4 acknowledge and analyze the media and peer influences on body image	• Using fundamental themes of gymnastics—statics, balances, locomotion, landings—appreciate how this activity is not limited only to individuals who fit the typical body type of artistic gymnasts as seen through the media.
B9–8 select and perform appropriate physical activities for personal stress management and relaxation	• Plan and participate in gymnastic-like activities, such as stretching and twisting, that help reduce stress in daily routines.
Cooperation	
C9–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	• Identify the characteristics of effective and enjoyable group work; e.g., listen to everyone's ideas; critique the idea, not the person; agree to try it out before judging it. Practise respectful behaviour while working in groups.
C9–2 identify and discuss the positive behaviours that are demonstrated by active living role models	• Listen to and participate with a guest gymnastics instructor or group from the community as they demonstrate a gymnastics session. Discuss with the guest the personal benefits of being active in gymnastics.
Do It Daily...For Life!	
D9–4 analyze, design and perform warm-up and cool-down activities	• In groups, at the beginning of class, design and present a warm-up that will prepare the body for the activity to be performed in class; e.g., if doing rolls, the warm-up should include stretches. Review safety considerations for warm-ups.
D9–6 determine and articulate challenging personal and team goals based on interests and abilities	• Use task cards to outline movement challenges on small and large apparatus; e.g., create a three-part sequence on the bench, showing three balances at two different levels.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A9–3 apply and refine nonlocomotor skills and concepts to a variety of activities with increased control to improve personal performance

A9–12 apply and refine ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic

D9–6 determine and articulate challenging personal and team goals based on interests and abilities

Criteria

- demonstrates skills
- works with partner
- includes all elements in routine
- demonstrates on-task behaviour

Assessment Strategies/Activities

Performance Task

Gymnastics—tumbling, partner routines. Students choose a partner and create and perform a gymnastics routine, including all of the elements.

Evaluation Strategies

Rubric

4 Excellent	3 Proficient	2 Adequate	1 Limited
consistently demonstrates proper skills with confidence	frequently demonstrates proper skills	occasionally demonstrates proper skills	rarely, if ever, demonstrates proper skills
movement/flow is consistently effortless	movement/flow is usually effortless	movement/flow is erratic	skills are done individually without flow
consistently coordinates with partner	frequently coordinates with partner	occasionally coordinates with partner	rarely, if ever, coordinates with partner
sequence includes all elements	sequence is missing one or two elements	sequence is missing three or four elements	little or no demonstration of sequence
consistently on task	frequently on task	occasionally on task	rarely, if ever, on task

Communication Strategies

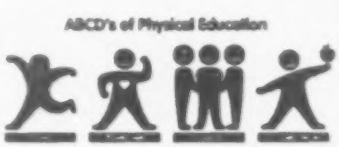
Class Discussion:

- Partners demonstrate their sequence for teacher.
- Immediate feedback is provided by students and teacher.

Progress Report Comments:

- Student executes a wide variety of tumbling skills and movement sequences.

Educational gymnastics need not be limited to the elementary grades. Including it in the secondary program is an excellent way to foster independence, critical thinking, skill development, confidence and individualized goals. Students should be encouraged to include activities that will challenge their abilities, use and combine a number of skills, use various pieces of equipment, and incorporate different spatial and effort concepts. Students should be required to set up the equipment such that spatial design, floor use, angles of approach and proximity to other pieces of equipment are considered. To achieve this objective, teachers should provide feedback to the students regarding their awareness of safety; basic skills; and ability to modify, create and move in a developmentally-appropriate gymnastics environment.



GRADE 9 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Grade 9 specific outcomes.

Specific Outcomes	Illustrative Examples
Activity	
A9–2 apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance	• Demonstrate ways in which various skills and mechanics are transferred from activity to activity; e.g., compare running skills in long jump to sprinting.
A9–13 apply and refine activity-specific skills in a variety of individual pursuits; e.g., fitness activities	• Demonstrate and discuss the techniques used in various activities, such as field events; e.g., discus, and target activities; e.g., golf, archery, darts.
Benefits Health	
B9–1 design, monitor and personally analyze nutrition programs that will affect physical performance	• Design a nutritional plan appropriate for a specific activity; e.g., cross-country running, weight lifting or aerobics, and keep a journal of nutritional intake in relation to energy expenditure.
B9–3 design and implement a personal fitness and activity plan, using the principles of training: frequency, intensity, duration	• Demonstrate how to use various pieces of fitness equipment available at school or local fitness centres, in order to implement a personal program.
B9–8 select and perform appropriate physical activities for personal stress management and relaxation	• Execute progressive relaxation techniques or yoga exercises as a way to relieve stress and promote relaxation. Share personal active relaxation strategies.
Cooperation	
C9–4 describe, apply, monitor and practise leadership and followership skills related to physical activity	• Working in pairs, use a checklist based on predetermined criteria to analyze each other's performance of specific skills.
Do It Daily...For Life!	
D9–1 participate regularly in, and realize the benefits of, an active lifestyle	• Listen to and participate in activities provided by guests that lead active lifestyles, as a kick-off to a two-month fitness program. Create a personal fitness log that includes specific exercises, incorporating the principles of training—frequency, intensity, time, type (FITT).
D9–5 design safe movement experiences that promote an active, healthy lifestyle; e.g., student-created games	• In a cross-country running unit, come prepared with proper gear; e.g., sunscreen, light clothing, water bottle, correct footwear.
D9–9 develop strategies to counteract influences that limit involvement in physical activity	• Take part in an activity that shows inefficient use of time; e.g., long line-ups, few targets, small space. Then participate in the same activity, using short line-ups, more targets and larger space. Brainstorm various influences that limit physical activity.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities
Selected Specific Outcomes A9–13 apply and refine activity-specific skills in a variety of individual pursuits; e.g., fitness activities B9–3 design and implement a personal fitness and activity plan, using the principles of training: frequency, intensity, duration D9–1 participate regularly in, and realize the benefits of, an active lifestyle **Criteria** • self-reflection • logbook organization • personal fitness plan components • personal goal setting • personal monitoring of progress **Assessment Strategies/Activities** Performance Task Learning Log—Students create a learning log that includes the following: • FITT principle worksheet • a record of fitness activity over a period of time; e.g., September–December, January–March • Individual fitness plan, which takes into consideration heart rate zone, FITT principle information and physical activity guidelines. **Evaluation Strategies** Teacher Evaluation/Student Self-evaluation • identifies strategies that are successful • identifies aspects that have caused difficulty • identifies situations where problem areas have been dealt with successfully • identifies what accounts for the change • identifies areas for future improvement and strategies to be used • shows improvement, or goals are met • parent/guardian signature Personal Fitness Program Analysis • frequency—how often am I going to exercise? • intensity—how hard am I going to exercise? What is my target heart rate? • time—how long am I going to exercise? (1 hour, 30 minutes) • type—what type of activity am I going to do? • how did I do? • goals; e.g., increase cardio-respiratory performance, weight loss, increase muscle development **Communication Strategies** Class Discussion: • How many were able to follow their plan? • What were some roadblocks? • How did you motivate yourself? • What are your goals for an active lifestyle? Feedback—written by the teacher in the learning log. Progress Report Comments: • Student has designed and implemented a personal fitness and activity plan.	Every year, there are certain individual physical activities that become popular with adolescents. Such activities should be integrated into the physical education program not only to promote interest, but also to provide all adolescents with an opportunity to develop their leadership skills. Students who have had exposure to these types of activities should be provided with an opportunity to demonstrate and perhaps instruct other students on how to do the activity. For example, students can teach each other how to do step aerobics, inline skating or skateboarding while keeping safety in mind. Having students teach others about physical activities they do in their leisure time not only fosters leadership skills but also instills feelings of autonomy, relatedness and competence. ABCD's of Physical Education

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Physical Education 10 – Specific Outcomes

General Outcome A: Activity

A10–

Basic Skills

- ☐ 1 apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- ☐ 2 N/A
- ☐ 3 apply and refine nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- ☐ 4 N/A
- ☐ 5 apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- ☐ 6 N/A

Application of Basic Skills

- ☐ 7 adapt and improve activity-specific skills in a variety of environments; e.g., camping, canoeing, survival skills
- ☐ 8 apply the principles of dance to improve performance
- ☐ 9 choreograph and perform dances for self and others; e.g., jazz, social and novelty
- ☐ 10 adapt and improve activity-specific skills in a variety of games
- ☐ 11 select, plan and create games that incorporate simple and more challenging strategies and tactics
- ☐ 12 apply the basic skills in combination with each other with personal proficiency in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic
- ☐ 13 adapt and improve activity-specific skills in a variety of individual pursuits; e.g., resistance training, aerobics

General Outcome B: Benefits Health

B10–

Functional Fitness

- ☐ 1 design, analyze and modify nutrition programs that will positively affect performance in physical activity
- ☐ 2 demonstrate, monitor, analyze and reflect upon ways to achieve a personal functional level of physical fitness
- ☐ 3 plan, assess and maintain personal fitness, using the principles of training: frequency, intensity, duration

Body Image

- ☐ 4 acknowledge and analyze the media and peer influences on body image
- ☐ 5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity

Well-being

- ☐ 6 clarify the positive benefits that occur as a result of participation in physical activity
- ☐ 7 understand the consequences and risks associated with an inactive lifestyle
- ☐ 8 select and perform appropriate physical activities for personal stress management and relaxation

General Outcome C: Cooperation

C10–

Communication

- ☐ 1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
- ☐ 2 discuss issues related to positive athletic/active living role models

Fair Play

- ☐ 3 demonstrate etiquette and fair play

Leadership

- ☐ 4 describe, apply, monitor and assess leadership and followership skills related to physical activity

Teamwork

- ☐ 5 develop and apply practices that contribute to teamwork
- ☐ 6 identify and demonstrate positive behaviours that show respect for self and others

General Outcome D: Do it Daily...for Life!

D10–

Effort

- ☐ 1 demonstrate a commitment to an active lifestyle through participation in and out of class
- ☐ 2 develop a personal plan that is self-motivating and encourages ongoing participation

Safety

- ☐ 3 select and apply rules, routines and procedures of safety in a variety of activities
- ☐ 4 analyze, design and assess warm-up and cool-down activities
- ☐ 5 define and understand first aid principles and survival skills as they relate to physical activity; e.g., aquatics; and, demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others

Goal Setting/Personal Challenge

- ☐ 6 analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life
- ☐ 7 N/A

Active Living in the Community

- ☐ 8 investigate participation in community activity programs for all ages and the influences that affect participation
- ☐ 9 demonstrate decision-making skills that reflect choices for daily activity within the school and the community

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PHYSICAL EDUCATION 10 – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Physical Education 10 specific outcomes.

Specific Outcomes	Illustrative Examples
A10–1 apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	• Snowshoe through an obstacle course, and perform cooperative relay races. • Propel through water, using a variety of kicking actions and with the assistance of a floatation device.
A10–7 adapt and improve activity-specific skills in a variety of environments; e.g., camping, canoeing, survival skills	• Participate in an orienteering course set up on the school grounds, at a local park or on a camping trip.
B10–6 clarify the positive benefits that occur as a result of participation in physical activity	• Discuss the positive benefits of participation in physical activity; e.g., a cross-country ski race in the community, a bicycle race or a hike.
B10–7 understand the consequences and risks associated with an inactive lifestyle	• Discuss the consequences of inactivity, and then participate in alternative-environment activities that will decrease the risks associated with inactivity; e.g., cross-country skiing, snowshoeing, hiking, swimming.
B10–8 select and perform appropriate physical activities for personal stress management and relaxation	• Participate in outdoor pursuits that are beneficial in reducing stress; e.g., nature walks, bike rides, canoeing. Record in a log/journal for one month the stress management or relaxation activities undertaken.
C10–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	• Assume leadership responsibilities, such as working with English as a second language students, officiating and working with students who have disabilities.
C10–6 identify and demonstrate positive behaviours that show respect for self and others	• Demonstrate respect for rules, etiquette and safety while participating within the community; e.g., during a downhill ski day or at a community bowling lane, community fitness facility or curling rink.
D10–5 define and understand first aid principles and survival skills as they relate to physical activity; e.g., aquatics; and, demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others	• Review survival skills, using simulations in various alternative environments; e.g., aquatics, outdoor pursuits. Listen to a presentation by a local biologist or Aboriginal Elder about the indigenous plants in the surrounding area that could be used for survival.
D10–6 analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life	• Keep a log of physical activity participation during the week. Then set goals for the following week to incorporate alternative-environment activities into leisure time. Use a peer monitoring strategy to review goal attainment.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A10–1 apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

A10–7 adapt and improve activity-specific skills in a variety of environments; e.g., camping, canoeing, survival skills

D10–6 analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life

Criteria

- initiates movement from hips
- legs are relatively straight
- heels should just break surface of water
- strong downward push against the water

Assessment Strategies/Activities

Performance Task

Aquatics – front crawl (leg action). Students demonstrate the proper techniques involved in the front crawl.

Evaluation Strategies

Rubric

Excellent	• move initiated from hips, knees flex and ankles flop
Proficient	• knees and ankles stiff, very small flutter, tense and rigid in the water
Adequate	• feet kick totally out of the water, splashing; legs have in–out piston action similar to crawling; lower leg used only
Limited	• unable to continuously propel through the water; swimmer may move backward while floating or kicking

Checklist (Goal Setting)

Criteria	Yes	No
Clearly states goals		
Clearly states criteria/evidence for successful completion		
Lists actions to achieve the goals		
Lists resources for support		
Establishes a plan to monitor progress		
Creates a timeline for completion		

Communication Strategies

Class Discussion:

- Provide one-on-one verbal feedback with the student.
- Give the student feedback on rating, and establish goals.

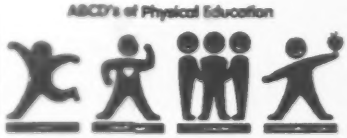
Journal Entries:

- Student is responsible to record goals in a logbook; e.g., number of continuous lengths.

Progress Report Comments:

- Student is able to demonstrate the proper techniques involved in a number of chosen swimming strokes.

Involving students in the planning and instructional component of activities helps them to develop leadership skills. For example, students can be active participants in planning for outdoor trips by working closely with other students and the teacher to plan the route the group will take, the gear that is needed and the food that will be taken. Proper outdoor etiquette and survival skills should also be discussed and practised by the group prior to the excursion. By working together, students gain a sense of ownership of the trip rather than feeling that they are being "dragged" to go. Other activities that help foster leadership skills might include helping to plan and teach a Grade 1 physical education class, coordinating an intramural activity in school, or hosting a special "active living" event for members of the community.



PHYSICAL EDUCATION 10 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Physical Education 10 specific outcomes.

Specific Outcomes	Illustrative Examples
A10–1 apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	• Create a dance incorporating assigned movements; e.g., line dance turns, stomps and travels, that were previously learned and practised.
A10–8 apply the principles of dance to improve performance	• Perform dance steps from a variety of dance forms; e.g., folk, square, novelty, ballroom and jazz, individually, with partners and in small groups.
A10–9 choreograph and perform dances for self and others; e.g., jazz, social and novelty	• Choreograph and perform dances representing various cultures; e.g., Greek, or eras; e.g., swing.
B10–2 demonstrate, monitor, analyze and reflect upon ways to achieve a personal functional level of physical fitness	• Compare cardio-respiratory benefits from participating in different dance forms; e.g., waltz versus polka. Analyze how to ensure greater fitness benefit.
B10–4 acknowledge and analyze the media and peer influences on body image	• Discuss the images of dancers portrayed by the media; e.g., music videos and television, and create a music video.
C10–2 discuss issues related to positive athletic/active living role models	• Invite guests from dance clubs in the community to demonstrate and lead dances with the class and to discuss the benefits they get from the dance club; e.g., seniors' square dance, cultural dance group, children's tap class.
C10–6 identify and demonstrate positive behaviours that show respect for self and others	• Discuss appropriate social etiquette for dance; e.g., active participation and gracious ways to accept an invitation, and demonstrate these respectful behaviours throughout the unit.
D10–1 demonstrate a commitment to an active lifestyle through participation in and out of class	• Prior to a community event; e.g., graduation dance, wedding reception or cultural event, prepare and practise social dances.
D10–4 analyze, design and assess warm-up and cool-down activities	• Through participation, compare and contrast the warm-ups and cool-downs that might be done by different types of dancers; e.g., Ukrainian, ballet, Métis, First Nations, Inuit.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A10–8 apply the principles of dance to improve performance
C10–6 identify and demonstrate positive behaviours that show respect for self and others

Criteria

- demonstrates a variety of skills involved in a chosen dance
- demonstrates rhythmic movement
- exhibits dance etiquette
- coordinates movements

Assessment Strategies/Activities

Performance Task

Ballroom Partner Dance—Students choose a ballroom dance technique to perform with a partner.

Evaluation Strategies

Analytic Rating Scale

Partner Dance	Consistently	Frequently	Occasionally	Rarely, if ever
Demonstrates a variety of skills				
Demonstrates rhythmic movement				
Leads/follows appropriately				
Exhibits dance etiquette				
Coordinates movements				

Communication Strategies

Class Discussion:

- Teacher provides oral feedback to recognize and encourage positive behaviours in a social dance setting.
  Example: I liked how you …
  - greeted and thanked your partner for the dance
  - escorted your partner on and off the floor.

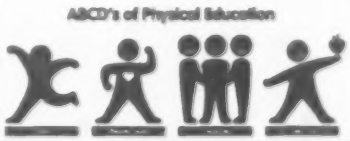
Written Feedback by Teacher in Student Journal:

- Ask students to reflect on where these basic skills could be put to use in the future.

Progress Report Comments:

- Student is able to demonstrate positive behaviours that show respect for self and others during a ballroom dance.

By Grade 10, students should have acquired a repertoire of basic skills, dance steps and formations using a variety of spatial, effort and relationship concepts. Using these skills and a variety of different stimuli, students should be able to create dances. Stimuli can be different forms of music; e.g., country, folk and modern, poetry, pictures and themes; e.g., sports, nature, animals. Students should also be able to research and demonstrate to other students different dance forms from various cultures; e.g., Métis, First Nations, Inuit, Hungarian, Spanish. Placing more emphasis on students to research, create and perform their own dance sequences, individually and with others, will increase the likelihood that they will continue to include dance as part of their physical activity during leisure time.



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PHYSICAL EDUCATION 10 – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

The following are selected examples of Physical Education 10 specific outcomes.

Specific Outcomes	Illustrative Examples
A10–5 apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	• In pairs, challenge one another to work cooperatively, using retaining and passing skills on the move; e.g., dribbling or cradling, and passing.
A10–10 adapt and improve activity-specific skills in a variety of games	• Work individually and with others to perform activity-specific motor skills within a game; e.g., cricket, curling, team handball. After playing the game, discuss ways to improve game performance.
A10–11 select, plan and create games that incorporate simple and more challenging strategies and tactics	• Create a cooperative game or challenge with a partner or small group that focuses upon the application of specific strategies; e.g., moving into a space, person-to-person defence, getting back into position. Teach the game or activity to the class or another group.
B10–1 design, analyze and modify nutrition programs that will positively affect performance in physical activity	• Keep track of the number of calories consumed in a day and the number of calories burned through playing games during that same time period. Achieve a balance between calories consumed and burned.
B10–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity	• Review a chart of performance-enhancing substances. Identify the consequences and side effects of such substances as they relate to a specific sport.
C10–3 demonstrate etiquette and fair play	• Identify and list behaviours associated with fair play. Demonstrate positive behaviours during games.
C10–4 describe, apply, monitor and assess leadership and followership skills related to physical activity	• In groups, research a Métis, First Nations or Inuit game. After allowing time for practice, teach the game to the rest of the class.
D10–1 demonstrate a commitment to an active lifestyle through participation in and out of class	• Create a stacked bar graph that compares your participation in various types of physical activity over a period of time; e.g., compare games, individual activities, dance. Discuss activity choices.
D10–8 investigate participation in community activity programs for all ages and the influences that affect participation	• Identify those factors that influence the level of participation in community activity programs. Plan a personal activity program that uses community facilities.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A10–10 adapt and improve activity-specific skills in a variety of games
A10–11 select, plan and create games that incorporate simple and more challenging strategies and tactics
C10–4 describe, apply, monitor and assess leadership and followership skills related to physical activity

Criteria

- meets criteria of creating a game
  - serve must start rally
  - establish boundaries
  - create a point system
  - demonstrate creative strategies and tactics
  - unique or interesting name for game
  - develop rules
  - purpose of game involves skill
- develops leadership and followership skills
- exhibits group cooperation

Assessment Strategies/Activities

Performance Task

Badminton—Create a badminton-type game, using racquets and a badminton court.

Evaluation Strategies

Analytic Rating Scale (Group Evaluation)

Task: Create a Game	Consistently	Frequently	Occasionally	Rarely, if ever
We participated in creating a game				
We listened to one another				
We encouraged each other				
We shared ideas				
The group cooperated				
We met criteria				
We were challenged				
We had fun!				

Communication Strategies

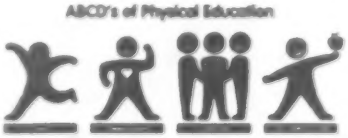
Class Discussion:

- Provide feedback regarding cooperation.
- Provide students with the group evaluation mark.

Progress Report Comments:

- Student is able to select, plan and create games that incorporate simple and more challenging strategies and tactics.

By the end of Grade 10, students should have accumulated a number of basic skills, tactics and strategies specific to a number of games. Students should not only be able to integrate these skills within a number of game contexts, but they should also be able to assess their own and others' performance during the games. For example, after playing a game, students should be given the opportunity to identify their game strengths and areas for improvement. Teachers should provide opportunities and feedback to students based on areas in which they need improvement. Students can also create games that will emphasize their strengths as well as focus on areas in need of improvement. These games should not only focus on applying the basic skills but also on integrating important tactics and strategies.



PHYSICAL EDUCATION 10 – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Physical Education 10 specific outcomes.

Specific Outcomes	Illustrative Examples
A10–3 apply and refine nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	• Using a station approach, review specific nonlocomotor balances, change of level, base of support and shape.
A10–12 apply the basic skills in combination with each other with personal proficiency in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic	• Create a floor/mat gymnastic sequence with a focus on body movement and control; e.g., balance; weight transfers; pathways; changes of level, shapes and speed.
B10–4 acknowledge and analyze the media and peer influences on body image	• View a short video clip of Olympic gymnasts. Analyze apparent body types of successful gymnasts. Discuss implications that pressure gymnasts to have this body type.
B10–6 clarify the positive benefits that occur as a result of participation in physical activity	• Identify and explain the positive social interaction that occurred as a result of creating a routine with a partner.
C10–4 describe, apply, monitor and assess leadership and followership skills related to physical activity	• Assume various roles with a partner while creating sequences; e.g., matching, mirroring. Understand that both partners must be able to perform the movements in the sequence.
C10–5 develop and apply practices that contribute to teamwork	• Work with partners, or in small groups, to create a human sculpture focusing on the theme of balance. Try symmetrical, contrast and assisted balances.
D10–3 select and apply rules, routines and procedures of safety in a variety of activities	• Identify areas within the gymnasium or gymnastic facility that may increase the risk of injury, and demonstrate appropriate actions to eliminate injury or risk.
D10–5 define and understand first aid principles and survival skills as they relate to physical activity; e.g., aquatics; and, demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others	• Create a safety checklist for equipment. At the beginning of each class, assume responsibility for setting up equipment and go through the checklist to ensure it is safe. Have your safety assessments double-checked by the teacher.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A10–12 apply the basic skills in combination with each other with personal proficiency in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic

B10–6 clarify the positive benefits that occur as a result of participation in physical activity

Criteria

- Students demonstrate the following components in their routine: balance; locomotion; using different pathways, rotations and levels.

Assessment Strategies/Activities

Performance Task

Gymnastics—Students create routines based on skills, including a proper warm-up and cool-down. In pairs, students perform a final gymnastics routine.

Evaluation Strategies

Checklist

Peer Evaluation	Yes	No
Used different levels in their routine		
Demonstrated a variety of balances		
Demonstrated locomotion, using different pathways		
Used different rotations; e.g., forward roll, backward roll		
Demonstrated a start and conclusion to their routine		
Cooperated with group members		

Analytic Rating Scale

Teacher Evaluation	Consistently	Frequently	Occasionally	Rarely, if ever
Moves smoothly from one skill to the next; components of the routine fit well together				
Shows good form throughout the performance, including starts, stops and balances				
Looks strong and in control, routine is aesthetically pleasing				
Includes necessary components in the routine				
Cooperates with group members				
Comments:_____ _____				

Communication Strategies

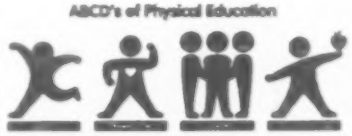
Journal Entry—opening lines:

- The muscles I worked today were …
- The one thing I would like to do again is …
- My body feels like … when I do these activities.
- I demonstrated flexibility by performing …
- What I liked about my routine …
- What I liked about other routines …

Progress Report Comments:

- Student is able to perform gymnastics routines with a partner.

Gymnastics does not need to be restricted to the gymnasium. The basic skills that are developed through the gymnastics program can be applied in a variety of environments. For example, students can combine basic locomotor, nonlocomotor and manipulation skills on rope courses (low and high), on hiking trails, in parks and in many different physical activities. Learning how to jump and land, for example, are important skills in traditional sports, such as soccer, volleyball, basketball and football. Many other weight-transference and weight-bearing skills are important in a variety of physical activities. To encourage students to continue practising and refining these skills, students should be able to demonstrate and evaluate the importance of these skills in physical activity contexts that are meaningful to them.



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PHYSICAL EDUCATION 10 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Physical Education 10 specific outcomes.

Specific Outcomes	Illustrative Examples
A10–5 apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	• Participate in archery and understand the importance of concentration, safety, stance, alignment, anchor and release.
A10–13 adapt and improve activity-specific skills in a variety of individual pursuits; e.g., resistance training, aerobics	• Using a checklist, peer coach a classmate to use proper technique for the varied skills being practised in a variety of activities; e.g., half nelson, shot-put, arm/leg curl.
B10–3 plan, assess and maintain personal fitness, using the principles of training: frequency, intensity, duration	• Enhance personal fitness by designing weight training activities that focus upon frequency, intensity and duration.
B10–4 acknowledge and analyze the media and peer influences on body image	• Identify body types, using at least two different resources; e.g., web site, newspaper, magazine. Find examples of media influence on body image, and role play a positive and negative influence.
C10–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	• Read a fair play code of conduct poster, and sign or initial it to indicate a commitment to the principles of fair play.
C10–4 describe, apply, monitor and assess leadership and followership skills related to physical activity	• Identify positive role models involved in individual activities, such as track and field, wrestling or tae kwon do. List those characteristics that identify these athletes as leaders in their field. Incorporate these characteristics into personal behaviours and monitor ongoing effectiveness through peer observation checklists.
D10–2 develop a personal plan that is self-motivating and encourages ongoing participation	• Assess personal fitness level, and design a training program to develop personal fitness goals.
D10–9 demonstrate decision-making skills that reflect choices for daily activity within the school and the community	• List recreational programs that meet personal fitness needs; e.g., private gym programs or community-based sport, and visit various sites, if possible, to experience an activity in a different location.

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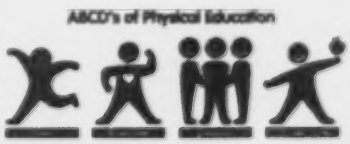
Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities
Selected Specific Outcomes B10–4 acknowledge and analyze the media and peer influences on body image D10–2 develop a personal plan that is self-motivating and encourages ongoing participation **Criteria** • contains required information • use of text is attractive and reader friendly • contains unique creative or insightful aspects • includes illustrations or graphics • contains plans/strategies to encourage participation • includes a personal fitness plan **Assessment Strategies/Activities** Performance Task Select a context to create a brochure; e.g., wrestling or aqua-aerobics, and develop a personal fitness plan. **Evaluation Strategies** Rubric Excellent ☐ • brochure is clearly titled • all body types are identified • graphics and illustrations are used to complement and enhance the brochure • all information is accurate • at least two different resources are displayed to complete the brochure; e.g., web site, newspaper, magazine • personal fitness plan encourages ongoing participation Proficient ☐ • brochure is titled • some of the body types are identified • graphics and/or illustrations are used • personal fitness plan promotes participation • most information is accurate • only one additional resource is represented to display information; e.g., web site, newspaper, magazine Adequate ☐ • brochure is titled, but ineffective • only one body type is identified • personal fitness plan is weak in promotion of participation • graphics or illustrations are included but do not enhance the brochure • some information is accurate • one or more additional resources are represented, but don't provide meaningful information Limited ☐ • brochure is not titled • little evidence of body types being identified • graphics and illustrations are absent or so poorly displayed they hinder the presentation • information is inaccurate • no additional resources are represented to display information; e.g., web site, newspaper, magazine • personal fitness plan is missing **Communication Strategies** Class Discussion: • Individual feedback is provided to each student. Progress Report Comments: • Student is able to develop a personal plan that is motivating and encourages ongoing participation.	By the end of Grade 10, students should be able to monitor their own fitness levels and identify ways to maintain or improve upon them. For example, being able to identify the difference between aerobic and anaerobic fitness is important in identifying correct training styles. If students wish to pursue cycling, for example, they should be aware of ways to maintain and/or enhance their aerobic fitness. If a student enjoys sprinting, methods to maintain and/or enhance anaerobic fitness should be identified. By being able to identify ways to successfully reach their goals; e.g., improve time, lose body fat, students will be more motivated to continue participation. 

Physical Education 20 – Specific Outcomes

General Outcome A: Activity

A20–

Basic Skills

- ☐ 1 analyze, evaluate and modify performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- ☐ 2 N/A
- ☐ 3 analyze, evaluate and modify performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- ☐ 4 N/A
- ☐ 5 analyze, evaluate and modify performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- ☐ 6 N/A

Application of Basic Skills

- ☐ 7 develop and combine more challenging activity-specific skills in a variety of environments; e.g., snorkelling progressing to scuba diving
- ☐ 8 develop and perform more complex dances
- ☐ 9 choreograph, perform and interpret dance for self and others; e.g., jazz, social and novelty
- ☐ 10 develop and refine activity-specific skills in a variety of games
- ☐ 11 apply the relationship among skills, rules and strategies in the creation and playing of games
- ☐ 12 apply a combination of the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group
- ☐ 13 develop and combine more challenging activity-specific skills in a variety of individual pursuits; e.g., self-defense

General Outcome B: Benefits Health

B20–

Functional Fitness

- ☐ 1 compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition
- ☐ 2 add to the variety of ways for achieving a personal functional fitness level
- ☐ 3 plan, assess and maintain personal fitness, using the principles of training: progression, overload and specificity

Body Image

- ☐ 4 interpret the impact of the media and peer influences on body image
- ☐ 5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity

Well-being

- ☐ 6 analyze the positive benefits gained from physical activity
- ☐ 7 understand the consequences and risks associated with an inactive lifestyle
- ☐ 8 design and implement a plan for personal stress management

General Outcome C: Cooperation

C20–

Communication

- ☐ 1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
- ☐ 2 demonstrate an understanding of behaviour appropriate to positive active living role modelling

Fair Play

- ☐ 3 demonstrate etiquette and fair play

Leadership

- ☐ 4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community

Teamwork

- ☐ 5 develop and apply practices that contribute to teamwork
- ☐ 6 identify and demonstrate positive behaviours that show respect for self and others

General Outcome D: Do it Daily...for Life!

D20–

Effort

- ☐ 1 model an active lifestyle
- ☐ 2 refine a personal plan that is self-motivating and encourages ongoing participation

Safety

- ☐ 3 develop and apply safety standards and rules in a variety of activities
- ☐ 4 analyze, design and assess warm-up and cool-down activities
- ☐ 5 demonstrate first aid principles and survival skills as they relate to physical activity; e.g., camping; and, identify and analyze potential hazards that might affect self and others

Goal Setting/Personal Challenge

- ☐ 6 determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges
- ☐ 7 N/A

Active Living in the Community

- ☐ 8 perform service, leadership and volunteer work related to physical activity, in the school and/or community
- ☐ 9 evaluate the issues that affect decision making in relation to being active daily

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PHYSICAL EDUCATION 20 – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Physical Education 20 specific outcomes.

Specific Outcomes	Illustrative Examples
A20–1 analyze, evaluate and modify performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	• Develop a functional level of competence in alternative-environment skills, by experiencing opportunities for guided and individual practice; e.g., while cycling—changing gears, braking, off-road travel.
A20–7 develop and combine more challenging activity-specific skills in a variety of environments; e.g., snorkelling progressing to scuba diving	• Experience a number of increasingly more challenging aquatic activities through the development of specific skills; e.g., snorkelling, scuba, underwater hockey, diving, water polo, synchronized swimming, aquasize.
B20–1 compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition	• Discuss carbohydrate loading as it pertains to different performance activity units. Interview an active living role model or athlete who might use carbohydrate loading in order to achieve fitness goals.
B20–7 understand the consequences and risks associated with an inactive lifestyle	• Research the benefits of increasing an area of functional fitness; e.g., muscular strength, endurance or flexibility, and discuss the impact of inactivity on this component of fitness.
C20–4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community	• Organize and lead an aquatics fitness class for peers or members of the larger community.
C20–5 develop and apply practices that contribute to teamwork	• In small groups, plan all meals for the group prior to a backpacking trip.
D20–5 demonstrate first aid principles and survival skills as they relate to physical activity; e.g., camping; and, identify and analyze potential hazards that might affect self and others	• Learn cardiopulmonary resuscitation (CPR), and upon completion, experience a mock emergency scenario to react within different situations; e.g., cross-country ski trip, hiking or camping trip.
D20–6 determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges	• Discuss how such factors as gender, culture, environment and cost may influence a person's activity choices. Design an alternative-environment program for the class considering these factors and including long-term and intermediate goals.
D20–9 evaluate the issues that affect decision making in relation to being active daily	• Identify factors that affect ability to be active on a daily basis. Determine those that are insurmountable and those that can be overcome. Create a one-week schedule of daily activity.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A20–5 analyze, evaluate and modify performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
C20–3 demonstrate etiquette and fair play
C20–5 develop and apply practices that contribute to teamwork
D20–3 develop and apply safety standards and rules in a variety of activities

Criteria

- applies the rules of broomball
- encourages players regardless of ability
- uses good judgement and displays fair play and sportsmanship

Assessment Strategies/Activities

Performance Task

Broomball—Students demonstrate the skills involved in the game of broomball, including fair play and sportsmanship.

Evaluation Strategies

Rubric

4 Excellent	3 Proficient	2 Adequate	1 Limited
consistently follows the rules of the game	frequently follows the rules of the game	occasionally demonstrates the rules of the game	demonstrates little or no knowledge of the rules of the game
consistently demonstrates leadership skills and fair play	frequently plays fairly and considers the safety and well-being of others	occasionally plays fairly and is considerate of others	exhibits off-task behaviour, by complaining and criticizing or blaming others
consistently demonstrates proper skills	frequently demonstrates proper skills	occasionally demonstrates proper skills	rarely, if ever, demonstrates skills
consistently encourages other players	frequently encourages other players	occasionally encourages other players	rarely, if ever, encourages other players

Communication Strategies

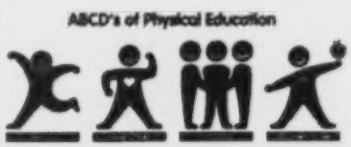
Feedback/Discussion:

- One-on-one feedback—At the end of class, the student refers to a clipboard with a checklist. Immediate feedback allows the student to set goals necessary for the next class.
- Oral feedback is given throughout the game.

Progress Report Comments:

- Student is able to develop and apply practices that contribute to teamwork.

Having students teach alternative-environment activities to community groups is an excellent way for them to develop leadership skills. For example, students can go to various groups, such as Scouts or Brownies, to teach orienteering skills. Students assume responsibility for designing and setting up the activity, teaching the rules and skills needed for orienteering; e.g., map and compass reading, running and jumping, and ensuring the course is safe and accessible for all. Students can also teach children how to set up their own course in a local park, under various weather conditions, or even in their own backyard. In the winter, students could create a winter orienteering course where children must use snowshoes.



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PHYSICAL EDUCATION 20 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Physical Education 20 specific outcomes.

Specific Outcomes	Illustrative Examples
A20–3 analyze, evaluate and modify performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	• Complete a checklist that identifies nonlocomotor skills used in various dances. Then discuss and apply ways to improve performance.
A20–8 develop and perform more complex dances	• Create and add more complexities to a line dance; e.g., turns, change of direction, expressive arm/leg movements, equipment such as ropes or hoops.
A20–9 choreograph, perform and interpret dance for self and others; e.g., jazz, social and novelty	• Using a variety of resources; e.g., Internet and CDROMs, research the development of various dances, taking into consideration differences in individual abilities, interests, gender and cultural backgrounds. Demonstrate and lead the class in a dance, with appropriate explanation.

B20–2 add to the variety of ways for achieving a personal functional fitness level	• Experiment with a variety of dances, and determine different levels and types of fitness required for each. Discuss how improved fitness affects performance.
B20–6 analyze the positive benefits gained from physical activity	• Calculate working heart rate (220 – age) × 70% and maximum heart rate (220 – age) × 85%. Monitor progress to see how different dances raise heart rate closer to the maximum heart rate.

C20–4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community	• In small groups, teach a new street or line dance to the class or another group. As an individual, assess instructional performance, making recommendations for improvement.
C20–6 identify and demonstrate positive behaviours that show respect for self and others	• Generate and demonstrate criteria for dance etiquette within a social dance context.

D20–8 perform service, leadership and volunteer work related to physical activity, in the school and/or community	• Assist in facilitating a dance event in the school or in the community.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A20–9 choreograph, perform and interpret dance for self and others; e.g., jazz, social and novelty

C20–4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community

C20–5 develop and apply practices that contribute to teamwork

Criteria

- provides leadership for peers through effective communication and demonstration
- works as a group member
- rhythmic movement is expressive and consistent with the theme
- movements are coordinated with music
- techniques of dance style are consistent and appropriate
- participates in activity

Assessment Strategies/Activities

Performance Task

Line Dance—Students work in groups of four or five to create and perform a line dance.

Evaluation Strategies

Analytic Rating Scale (Self-evaluation)

Leadership/Followership Skills	Consistently	Frequently	Occasionally	Rarely, if ever
Contributes to the group				
Willing to compromise/cooperate				
Uses good judgement in choice of music and choreography				
Consistent, focused				
Encourages peers				
Willing to consider ideas of others				
Enthusiastic				
Responds to suggestions of others				

Communication Strategies

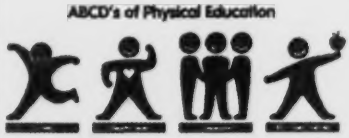
- Self-reflection by including comments in journal.
- Teacher feedback.

Progress Report Comments:

- Student is able to choreograph, perform and interpret dance for self and others.

Organize a field trip to see a professional dance display; e.g., ballet, dance musical. After the field trip, discuss with students how the performers conveyed feelings through movement. Have students identify a number of words that convey feelings/emotions, and have them incorporate these words into a creative dance. After performing their dance, have students choose a partner. Partners then contrast each other's emotions through movements. For example, if one is running fast to convey happiness, the other partner would run fast to convey anger. Have the other students who are watching try to figure out the feelings/emotions conveyed by the pair.

ABCD's of Physical Education



PHYSICAL EDUCATION 20 – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

The following are selected examples of Physical Education 20 specific outcomes.

Specific Outcomes	Illustrative Examples
A20–5 analyze, evaluate and modify performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	• Based on established criteria, assess skill execution within game scenarios. Then provide feedback to a partner on how to improve performance.
A20–10 develop and refine activity-specific skills in a variety of games	• Using stations and task cards, practise specific games skills as individuals, with a partner or within a group; e.g., overhead pass, jump shot, screen.
A20–11 apply the relationship among skills, rules and strategies in the creation and playing of games	• Lead peers through the playing of an innovative game that has been designed to fit within a particular type of game structure; e.g., indicate the similarities between the rules, skills and strategies of the innovative game and the rules, skills and strategies of other known games of a similar nature—basketball, soccer, hockey.
B20–1 compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition	• Compare the nutritional requirements needed for a basketball game as compared to a long distance run. Participate in each activity to assist with the comparison.
B20–2 add to the variety of ways for achieving a personal functional fitness level	• Participate in an active game that will enhance different components of functional fitness, then identify and analyze those components. • Through testing, identify a weak area of fitness. Using a variety of games-related activities, design a program to improve fitness; e.g., use a medicine ball circuit to improve core body strength.
C20–3 demonstrate etiquette and fair play	• Generate examples of behaviours that show fair play in physical activities; e.g., positive feedback, showing respect for officials. After participating in games, assess self and others using established criteria.
C20–5 develop and apply practices that contribute to teamwork	• Develop strategies with a partner, when playing doubles court games; e.g., in tennis, move as a unit up and back.
D20–2 refine a personal plan that is self-motivating and encourages ongoing participation	• Develop an activity log that keeps track of personal participation over a 12-week period. Set realistic, yet challenging personal goals to reach over this time period, and assess performance at the end of this time.
D20–8 perform service, leadership and volunteer work related to physical activity, in the school and/or community	• Plan, publicize and lead a games theme night or intramural program at the school for other students. Themes could include: A Tribute to Active Living, Games Across the Globe, Mini-Olympics.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A20–10 develop and refine activity-specific skills in a variety of games
B20–2 add to the variety of ways for achieving a personal functional fitness level
B20–6 analyze the positive benefits gained from physical activity
D20–1 model an active lifestyle

Criteria

- accepts referees' decisions
- identifies health benefits related to activity
- demonstrates skills
- cooperates and applies the rules of the game

Assessment Strategies/Activities

Performance Task

Team Handball—Students will demonstrate the basic skills involved in the game of team handball.

Physical Activity Questionnaire (open-ended questions)

1. How do you rate the amount of physical activity you perform daily?
   ☐ slightly active ☐ moderately active ☐ very active
2. Which physical activities do you engage in on a regular basis?
   _____
3. Rank the following fitness components, according to how often you address them, using:
   4 = daily; 3 = 3–6 times a week; 2 = seldom; 1 = never.
   ___cardio-respiratory endurance
   ___muscular endurance
   ___muscular strength
   ___flexibility
4. Identify your personal fitness growth plan. _____
5. What can you conclude about your fitness pattern? _____
6. How will you evaluate your fitness growth plan? _____
7. Identify an active living role model in your life. _____

Evaluation Strategies

Analytic Rating Scale	Consistently	Frequently	Occasionally	Rarely, if ever
Accepts referees' decisions				
Identifies health benefits related to activity				
Demonstrates skills				
Cooperates and applies the rules of the game				

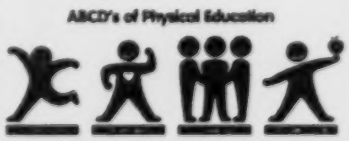
Communication Strategies

- The physical activity questionnaire can be returned with teacher comments.

Progress Report Comments:

- Student consistently models an active lifestyle.

Identify a number of teams in the community that require coaching assistance. Encourage students to become involved in coaching by offering a Level 1 National Coaching Certification Program through the school, physical education class or clinic within the community. As part of physical education class, allow students who are coaching to try out a practice with the rest of the students in the class. Allow other students to provide feedback about the content of the practice—to make comments about things that were good and to offer suggestions for things that could be modified.



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PHYSICAL EDUCATION 20 – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Physical Education 20 specific outcomes.

Specific Outcomes	Illustrative Examples
A20–5 analyze, evaluate and modify performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	• Create a small group floor/mat routine, based upon a particular theme, which includes the use of manipulatives; e.g., hoops, balls, skipping ropes.
A20–12 apply a combination of the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group	• Create a three- or five-person pyramid, using a solid base and safe dismounts.

B20–1 compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition	• Discuss or write about the benefits of healthy eating habits. Implement a change in personal eating habits, and monitor results over one month. Discuss the changes experienced.
B20–4 interpret the impact of the media and peer influences on body image	• Review various messages related to body image presented in the media; e.g., models, body builders. Critique and compare media images with your own personal and preferred body images.

C20–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	• Work together to create a balance or a pyramid, demonstrating collaborative action.
C20–2 demonstrate an understanding of behaviour appropriate to positive active living role modelling	• Make connections between developing upper-body strength in gymnastics and complementary active lifestyles.

D20–3 develop and apply safety standards and rules in a variety of activities	• Create a floor routine, using a variety of equipment, and diagram it on paper. The diagram should outline safety features to take into consideration when setting up the equipment and performing the routine. Demonstrate these features during the performance.
D20–4 analyze, design and assess warm-up and cool-down activities	• At the end of the class, share a cool-down stretch and relaxation routine.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A20–12 apply a combination of the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group

D20–3 develop and apply safety standards and rules in a variety of activities

Criteria

- cooperates with group members
- uses different levels
- demonstrates safety guidelines for pyramids
- demonstrates control
- demonstrates a variety of balances

Assessment Strategies/Activities

Performance Task

Pyramid Building—Groups of four or five students work together to build an original pyramid, using all group members.

Evaluation Strategies

Analytic Rating Scale

Pyramid Evaluation	Consistently	Frequently	Occasionally	Rarely, if ever
Cooperates with group members				
Demonstrates control (minimum 3 seconds)				
Demonstrates a variety of balances				
Aesthetically pleasing				
Demonstrates safety guidelines				
Uses different levels				

Communication Strategies

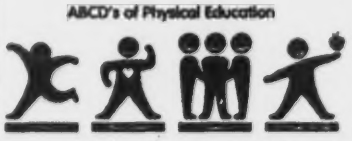
Classroom Discussion:

- Teacher provides feedback to students, using a photograph of the pyramid and a rating scale. Teacher comments on students' demonstration of self-confidence while performing the pyramid.
- Videotape the students building their pyramids. View performances to generate discussion.

Progress Report Comments:

- Student is able to develop and apply safety standards and rules in a variety of activities.

In groups of three, have students put together a 2-minute musical routine, demonstrating partner balances. Students could identify a theme surrounding functional fitness to put together the routine. For example, a theme of strength could be used when students perform partner balances. Various aspects of strength could be incorporated, such as supports, counterbalance and countertension. If students agree, have them perform for other members of the school to promote active living.



PHYSICAL EDUCATION 20 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Physical Education 20 specific outcomes.

Specific Outcomes	Illustrative Examples
A20–1 analyze, evaluate and modify performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	• Refine hurdling technique. Observe and give feedback to a partner on a three-hurdle course in which there is a choice of heights for the hurdles.
A20–13 develop and combine more challenging activity-specific skills in a variety of individual pursuits; e.g., self-defense	• Develop specific skills for wheel-based activities; e.g., inline skating, unicycling, skateboarding, cycling. • Take part in an Inuit leg wrestling challenge.
B20–3 plan, assess and maintain personal fitness, using the principles of training: progression, overload and specificity	• Work with other students to design, perform and evaluate fitness plans, incorporating: – the principles of training—progression, overload and specificity – knowledge of cardio-respiratory, muscular and skeletal systems.
B20–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity	• Discuss the consequences of performance-enhancing substances. Discuss how participation in activities without these substances is a much healthier, safer and more ethical choice.
B20–8 design and implement a plan for personal stress management	• After exposure to a wide variety of stress management techniques; e.g., tai chi, yoga, identify relaxation techniques and stress management strategies to alleviate stress. Design a plan to use these strategies when feeling stressed.
C20–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	• When learning challenging circus specialty techniques; e.g., unicycling, using stilts, juggling, record your feelings; e.g., frustration, pride. Discuss the effect of the optimal challenge level—is it exciting or is it boring.
D20–1 model an active lifestyle	• Choose one individual activity in which to take part for at least 20 minutes per day, 3 days per week. Monitor activity by keeping an activity log for one month.
D20–5 demonstrate first aid principles and survival skills as they relate to physical activity; e.g., camping; and, identify and analyze potential hazards that might affect self and others	• Identify potential injuries that could be incurred in a chosen individual activity. Demonstrate ways to prevent such injuries.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

B20–2 add to the variety of ways for achieving a personal functional fitness level
B20–3 plan, assess and maintain personal fitness, using the principles of training: progression, overload and specificity
D20–1 model an active lifestyle
D20–6 determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges

Criteria

- determines present level of physical fitness
- sets a fitness goal
- outlines an action plan
- implements the plan within a specified timeline
- monitors progress toward achievement of goal
- determines and communicates what accounts for the changes
- identifies areas for future development

Assessment Strategies/Activities

Performance Task

Personal Fitness Plan—Students develop a personal fitness plan.

Oral Communication

- What are your short- and long-term goals?
- How do you plan to achieve your goals, and what fitness principles will be addressed?
- What activities are you involved in outside physical education class that could help you achieve your goals?

Evaluation Strategies

Checklist for Goal Setting

Criteria	Yes	No
Clearly states goals		
Clearly states criteria for/evidence of successful completion		
Lists resources for support		
Establishes a plan to monitor progress		
Creates a timeline for completion		

Communication Strategies

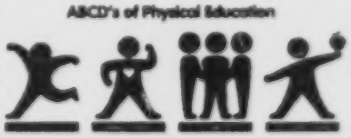
Classroom Discussion:

- One-on-one feedback—The student meets with the teacher to discuss the personal fitness plan.

Progress Report Comments:

- Student is able to determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges.

Students should not only be able to assess their own fitness, but also that of others. Students could set up an Active Living Health Fair at their school, where other students are encouraged to come and have their fitness assessed by members of the class. Students would assess various components of strength, endurance, agility and speed, for example, to provide an overall assessment. Based on each person's results, students can offer activity and nutritional suggestions for how to improve performance. Students should follow up with the people they assessed to see if their functional fitness improved over a period of time.



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Physical Education 30 – Specific Outcomes

General Outcome A: Activity

A30–

Basic Skills

- ☐ 1 analyze, evaluate and adapt performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- ☐ 2 N/A
- ☐ 3 analyze, evaluate and adapt performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- ☐ 4 N/A
- ☐ 5 analyze, evaluate and adapt performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- ☐ 6 N/A

Application of Basic Skills

- ☐ 7 recommend and relate a choice of activity-specific skills in an alternative environment to meet activity goal; e.g., river canoeing versus flat water canoeing
- ☐ 8 develop, refine and perform more complex dances
- ☐ 9 choreograph, perform and critique dance for self and others; e.g., jazz, social and novelty
- ☐ 10 develop and further refine activity-specific skills in a variety of games
- ☐ 11 apply and analyze the relationship among skills, rules and strategies in the creation and playing of games
- ☐ 12 refine and transfer the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group
- ☐ 13 recommend a choice of activity-specific skills in pursuing lifelong individual activities; e.g., cycling

General Outcome B: Benefits Health

B30–

Functional Fitness

- ☐ 1 design and justify nutrition plans that will positively affect performance for a variety of physical activities; e.g., triathlon training versus fitness maintenance
- ☐ 2 appraise different activities and their effects on a personal functional level of fitness
- ☐ 3 evaluate, monitor and adapt fitness plans for self and others, applying the principles of training

Body Image

- ☐ 4 interpret and evaluate the impact of the media and peer influences on body image
- ☐ 5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity

Well-being

- ☐ 6 predict the positive benefits gained from physical activity
- ☐ 7 understand the consequences and risks associated with an inactive lifestyle
- ☐ 8 monitor and evaluate the plan for personal stress management

General Outcome C: Cooperation

C30–

Communication

- ☐ 1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
- ☐ 2 discuss issues related to active living

Fair Play

- ☐ 3 demonstrate etiquette and fair play

Leadership

- ☐ 4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community

Teamwork

- ☐ 5 develop and apply practices that contribute to teamwork
- ☐ 6 identify and demonstrate positive behaviours that show respect for self and others

General Outcome D: Do it Daily...for Life!

D30–

Effort

- ☐ 1 model an active lifestyle
- ☐ 2 recommend future changes and modifications to one's personal plan to maintain a healthy, active lifestyle

Safety

- ☐ 3 develop and apply safety standards and rules in a variety of activities
- ☐ 4 analyze, design and assess warm-up and cool-down activities
- ☐ 5 apply the use of first aid principles and survival skills as they relate to physical activity; e.g., athletic training; and, recommend actions that will minimize potential hazards to self and others

Goal Setting/Personal Challenge

- ☐ 6 evaluate and revise short- and long-term activity goals that will continue to provide personal challenges
- ☐ 7 N/A

Active Living in the Community

- ☐ 8 perform service, leadership and volunteer work related to physical activity, in the school and/or community
- ☐ 9 develop strategies to offset influences that limit involvement in physical activity

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PHYSICAL EDUCATION 30 – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Physical Education 30 specific outcomes.

Specific Outcomes	Illustrative Examples
A30–1 analyze, evaluate and adapt performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	• In small groups, perform a progression of skill-building drills, focusing on activity-specific motor skills; e.g., front crawl, j-stroke, snowshoeing. Then work in groups to create your own drills to improve performance. Analyze the drills for efficiency and make modifications to enhance your own performance and the performance of others.
A30–7 recommend and relate a choice of activity-specific skills in an alternative environment to meet activity goal; e.g., river canoeing versus flat water canoeing	• As a group, choose different activities to participate in during a camping trip; e.g., canoeing, hiking, swimming. Plan the trip to allow for the development and practice of particular skills associated with these activities.
B30–1 design and justify nutrition plans that will positively affect performance for a variety of physical activities; e.g., triathlon training versus fitness maintenance	• Plan meals that correspond with the energy needed during a wilderness excursion; e.g., what kind of food should be packed for winter camping versus that needed for summer camping? Apply this knowledge during a practical experience.
B30–6 predict the positive benefits gained from physical activity	• Set specific goals pertaining to functional fitness in a number of alternative-environment activities; e.g., increase predicted VO_2 max through cross-country skiing, and monitor this while participating.
C30–4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community	• Organize, promote and conduct a winter carnival event; e.g., intramurals for a junior high school.
C30–5 develop and apply practices that contribute to teamwork	• Create an outdoor obstacle course that encourages positive communication and cooperative skills while planning.
D30–5 apply the use of first aid principles and survival skills as they relate to physical activity; e.g., athletic training; and, recommend actions that will minimize potential hazards to self and others	• Design a first-aid kit that contains relevant supplies to treat potential hazards in a wilderness setting; e.g., candle for warmth, rope to build a stretcher.
D30–8 perform service, leadership and volunteer work related to physical activity, in the school and/or community	• Conduct school and community orienteering for groups of varying ages and abilities; e.g., a fun run. Answer questions, such as: – How can you increase the involvement of both men and women from different age groups and different cultures? – How can activities for groups with varying abilities be promoted?

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

B30–1 design and justify nutrition plans that will positively affect performance for a variety of physical activities; e.g., triathlon training versus fitness maintenance

C30–5 develop and apply practices that contribute to teamwork

Criteria

- prepares planned nutritious meals
- evaluates the quality of meal planning
- works together in a group
- considers varied viewpoints and perspectives

Assessment Strategies/Activities

Performance Task

Camping Meal Planning—As a group, use *Canada's Food Guide to Healthy Eating* to plan and organize the meals required for a camping trip. Write about the meals in your journal.

Evaluation Strategies

Written Communication

1. Were your meals prepared as planned? Explain, using examples.
2. Using *Canada's Food Guide to Healthy Eating*, indicate servings in each food group included in your daily menu. Did you meet the guide's recommendations? Why or why not?
3. Did your meals provide you with enough energy and fluids to meet your performance needs?
4. List and explain what you would improve for the next trip.

Checklist (Journal)

Criteria	Yes	No
Uses *Canada's Food Guide to Healthy Eating* and other research sources, including own notes		
Introduces topic in the journal, and defines purposes		
Identifies and defines the idea/recommended meals for the selected activity		
Describes some interesting changes/recommendations to meals—creative and healthy		
Develops an organized and nutritious meal plan for the entire activity		
Composes the information in the journal in own words		

Communication Strategies

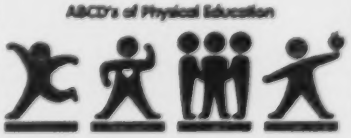
Journal Entry

- The teacher provides written feedback on the camping project/journal.

Progress Report Comments:

- Student is able to design and justify nutrition plans that positively affect performance during the Physical Education 30 camping trip.

Providing students with a number of choices within an aquatics program helps to individualize the activities in which they take part. Students could choose from such activities as aqua-aerobics, scuba diving, competitive swimming, tower diving, snorkelling or aquatic games. They could choose one activity they know little or nothing about, and their assessment could be based upon their improvement. Students could also choose one activity to lead. For example, those who tower dive competitively could teach the basic skills to the rest of the class. Those who have little aquatic experience could modify a land-based game to play in the pool; e.g., underwater hockey. Not only would this student-centred approach enhance the number of choices that students can make regarding aquatic activities, but it also fosters leadership skills within an alternative environment.



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PHYSICAL EDUCATION 30 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Physical Education 30 specific outcomes.

Specific Outcomes	Illustrative Examples
A30–3 analyze, evaluate and adapt performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	• Create and perform a dance in the style of "Stomp," where rhythmic activities are performed on the spot using various sources of percussion; e.g., garbage cans, pop bottles, plastic bags.
A30–8 develop, refine and perform more complex dances	• In pairs, choreograph and teach a ballroom dance for a chosen piece of music.
A30–9 choreograph, perform and critique dance for self and others; e.g., jazz, social and novelty	• Create and then perform a "Stomp" dance sequence at a noon-hour recital for the whole school.
B30–4 interpret and evaluate the impact of the media and peer influences on body image	• Discuss the image of dance and dancers in the community and school cultures.
B30–7 understand the consequences and risks associated with an inactive lifestyle	• Compare the health-related benefits for those individuals engaged in regular dance programs versus those who do not participate in dance.
C30–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	• Review and critique a classmate's journal of feelings and experiences over the duration of the dance unit.
C30–6 identify and demonstrate positive behaviours that show respect for self and others	• Organize a field trip, invite performers to class, or watch a videocassette to learn dances from other cultures. Discuss the nature and implications of the different dances; e.g., watch a Ukrainian dance performance, and then practise and perform routines during class.
D30–6 evaluate and revise short- and long-term activity goals that will continue to provide personal challenges	• Assess how dance can become an integral component in maintaining functional fitness. Identify clubs in the community where you can teach or take part in classes on a regular basis.
D30–9 develop strategies to offset influences that limit involvement in physical activity	• Develop a positive mind set toward dance and its benefits, through active participation in traditional dances from diverse heritages.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A30–9 choreograph, perform and critique dance for self and others; e.g., jazz, social and novelty

C30–4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community

Criteria

- rhythmic movement/flow is expressive and consistent with the theme
- movements are coordinated with music
- techniques of dance style are consistent and appropriate
- participant is engaged in the activity
- participant shows ability to work with others

Assessment Strategies/Activities

Performance Task

Ballroom Dance—Students choose a ballroom dance. They choose appropriate music and teach the dance to others in the class. They videotape the dance performance.

Evaluation Strategies

Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Knows patterns and steps of the dance				
Performs steps with correct timing and rhythm				
Shows innovative patterns				
Demonstrates a polished performance				
Expresses the spirit of the dance				

Communication Strategies

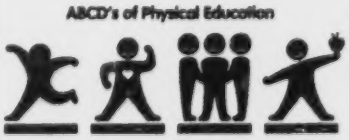
Class Discussion:

- Student comments from the peer evaluation are discussed. View the videocassette and generate discussion.

Progress Report Comments:

- Student is able to choreograph, perform and interpret dance for self and others.

Dance is seldom thought of as an activity that could be included in an intramural program. As part of the Physical Education 30 class, have students develop and lead an intramural dance block. The program should offer a variety of choices for other students in the school. For example, choices could include such forms as street dance, folk dance, line dance, cultural dances, jazz, ballet and tap dance. The Physical Education 30 students would be responsible for organizing and advertising the program, and finding the music. A recital put on by all intramural participants could also be included if they feel comfortable and are willing to participate.



PHYSICAL EDUCATION 30 – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

The following are selected examples of Physical Education 30 specific outcomes.

Specific Outcomes	Illustrative Examples
A30–5 analyze, evaluate and adapt performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	• Participate in a written project that breaks down and explains the basic steps of one golf shot; e.g., chip shot, putt, drive. Teach these steps to the rest of the class.
A30–10 develop and further refine activity-specific skills in a variety of games	• Create skill-development strategies to enhance an activity-specific skill; e.g., defensive positioning, advantage tactics in soccer.
A30–11 apply and analyze the relationship among skills, rules and strategies in the creation and playing of games	• Select familiar game structures and adapt them to design other types of games; e.g., adapt six-per-side indoor volleyball to three-per-side outdoor volleyball.
B30–2 appraise different activities and their effects on a personal functional level of fitness	• Select and lead a game of interest. Compare the fitness requirements of the game; e.g., muscular strength and endurance, with your personal level of fitness. Answer the following questions: – What performance modifiers would enhance fitness for this game; e.g., diet, rest, training? – What would you do to raise your personal performance for this game?
B30–6 predict the positive benefits gained from physical activity	• Participate in different types of games; e.g., territory, court, target and net, and compare the different health benefits of each.
C30–4 apply, monitor and assess leadership and followership skills related to physical activities; and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community	• Develop leadership abilities by working with a mentor of your choice; e.g., coach, official, teacher. In preparation: – determine personal leadership strengths and interests – arrange the mentorship – decide on the goals of the mentorship Evaluate personal leadership performance during mentorship.
C30–5 develop and apply practices that contribute to teamwork	• Participate in games with modified scoring systems, which award more points to teams when all members of the team are involved in creating a scoring opportunity.
D30–3 develop and apply safety standards and rules in a variety of activities	• Work in small groups to develop rules, procedures and safety practices for participation in a variety of game structures. Share the results with the class, and demonstrate developed practices during activity.
D30–9 develop strategies to offset influences that limit involvement in physical activity	• Identify reasons, such as culture, gender, cost and ability, for not participating in a variety of games; e.g., golf may be viewed as being expensive and time intensive. Develop strategies to increase involvement and overcome barriers.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A30–5 analyze, evaluate and adapt performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

C30–4 apply, monitor and assess leadership and followership skills related to physical activities; and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community

D30–8 perform service, leadership and volunteer work related to physical activity, in the school and/or community

Criteria

- prepares an instructional plan of a golf shot
- instructs a beginner through the golf shot
- identifies ways to help improve performance
- communicates recommendations to the beginner golfer

Assessment Strategies/Activities

Performance Task

Golf—Student chooses a golf stroke to teach to a peer. The student analyzes, evaluates and adapts the golf stroke of a peer and offers informative feedback on how to improve.

Evaluation Strategies

Rubric

4 Excellent	3 Proficient	2 Adequate	1 Limited
consistent instructional plan	one or two changes to instructional plan	three or four changes to instructional plan	no instructional plan
consistent and meaningful instruction	frequent meaningful instruction	occasional meaningful instruction	instruction provided with much assistance
consistent and effective communication skills	frequently uses effective communication skills	occasionally uses effective communication skills	communication skills ineffective

Communication Strategies

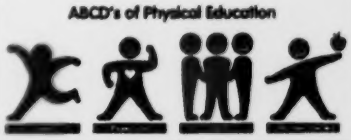
Class Discussion:

- one-on-one feedback
- return rubric marks
- self-reflection
- volunteer lesson should be videotaped so teacher/student/peer can provide feedback
- journal entry.

Progress Report Comments:

- Student is able to analyze, evaluate and adapt the performance of a partner while engaged in a leadership opportunity.

Being able to provide informative feedback to athletes is an important skill for Physical Education 30 students to attain. Informative feedback refers to information on how the performer is doing and how he or she could improve. Having students assess their peers with respect to game performance and provide informative feedback will help athletes improve performance and competence. With practice, students will be able to provide better feedback to the performers. At first, students must be knowledgeable enough to know what things to look for during a game. If one of the categories is skill execution in volleyball, students must first identify what skills they are going to assess and what an efficient execution of these skills looks like. Following the game, students can then provide informative feedback to the performer on his/her performance and offer suggestions on how to improve.



PHYSICAL EDUCATION 30 – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Physical Education 30 specific outcomes.

Specific Outcomes	Illustrative Examples
A30–3 analyze, evaluate and adapt performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	• Using task cards, select and modify challenging partner balances, while receiving feedback on such things as symmetry and control.
A30–12 refine and transfer the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group	• Develop a 3-minute floor routine that incorporates locomotor, nonlocomotor and manipulative skills. Act as a peer judge, using pre-established criteria, to assess classmates' performances.

B30–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity	• Discuss the pressures for elite gymnasts to maintain flexibility and a low percentage of body fat. Discuss strategies to re-educate athletes, and provide alternatives to using damaging substances; e.g., birth control pills before menarche, or engaging in dangerous nutritional habits; e.g., eating tissue paper to fill stomach. Role play the participant, coach and parent.
B30–7 understand the consequences and risks associated with an inactive lifestyle	• Develop progressions of gymnastic activities that parents could use to maintain or enhance functional fitness; e.g., maintaining strength through balances. Demonstrate the activities for parents.
B30–8 monitor and evaluate the plan for personal stress management	• Develop strategies to cope with the stresses imposed by large performances; e.g., a school assembly, a competition.

C30–3 demonstrate etiquette and fair play	• Develop a code of conduct for spectators and judges during the performance of student routines, and monitor its use.

D30–4 analyze, design and assess warm-up and cool-down activities	• Develop plans and lead others in warm-ups or cool-downs for a specific lesson. Consider the: – purpose and progression of the warm-up – appropriateness and relatedness of the warm-up to the activity.
D30–5 apply the use of first aid principles and survival skills as they relate to physical activity; e.g., athletic training; and, recommend actions that will minimize potential hazards to self and others	• Using task cards that describe athletic injuries; e.g., sprained ankle, broken arm, dislocated finger, practise with a classmate appropriate techniques to treat the injuries; e.g., rest, ice, compress, elevate.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A30–12 refine and transfer the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group

D30–9 develop strategies to offset influences that limit involvement in physical activity

Criteria

- includes a minimum of two pyramids with all group members, plus two more pyramids using fewer people
- includes a minimum of a one-point balance, two-point balance, three-point balance, and four-point balance
- includes a minimum of three different types of locomotion
- includes some types of jumps, hops or leaps
- includes evidence of mirroring, following or opposites
- uses different levels
- includes everyone in the group, highlighting individual strengths
- chooses appropriate music and costumes

Assessment Strategies/Activities

Performance Task

Gymnastics Routine—Students must develop, practise and perform a gymnastics routine to satisfy the routine criteria.

Evaluation Strategies

Analytic Rating Scale (self/peer/teacher evaluation)

Each group evaluates the other groups as well as their own, by filling out the following evaluation form. The teacher also evaluates each group, using the same form.

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Movements flow smoothly from one to the next without breaks/stops				
Shows good form, including starts, stops, balances				
Bodies balanced and in control				
Necessary components included				
Movements performed in safe and cooperative manner				
Equipment/mats are used and assembled safely				
Music and costumes enhance the routine				

Communication Strategies

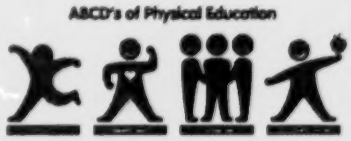
Class Discussion:

- Summative collection of teacher, peer and self-evaluation.

Progress Report Comments:

- Student is able to refine and transfer the basic skills involved in gymnastics while working cooperatively in a group.

As a goal, have students put together individual and partner routines for a gymnastics meet. To ensure a wide range of activities, use various types of gymnastics; e.g., artistic, rhythmic, educational. The routines should demonstrate efficient skill execution, as well as creativity in being able to apply various spatial, effort and relationship concepts. These meets could be within each class or between classes. Other colleagues or members from the gymnastic community can participate as judges. As well, students could learn about the role of judges and how to judge a gymnastic performance. They could try out their judging abilities by being gymnastic judges in a Physical Education 10 or Physical Education 20 class.



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PHYSICAL EDUCATION 30 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Physical Education 30 specific outcomes.

Specific Outcomes	Illustrative Examples
A30–1 analyze, evaluate and adapt performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	• Use a videocassette to self-assess techniques in a track and field event; e.g., hurdling, sprint starts, javelin, high jump, then practise techniques to make appropriate improvements.
A30–13 recommend a choice of activity-specific skills in pursuing lifelong individual activities; e.g., cycling	• Develop lists of activity-specific skills necessary to competently perform activities; e.g., the skills of spotting and lifting technique should be mastered to take part in a weight training program. Peer coach one another during activities.
B30–1 design and justify nutrition plans that will positively affect performance for a variety of physical activities; e.g., triathlon training versus fitness maintenance	• Develop nutrition programs needed for various types of individual activities; e.g., weight training programs versus long distance running.
B30–3 evaluate, monitor and adapt fitness plans for self and others, applying the principles of training	• Identify various activities in the everyday lifestyle of Aboriginal people, and indicate how these activities are of benefit to basic personal fitness. Compare traditional Aboriginal activities to current lifestyles.
C30–2 discuss issues related to active living	• Integrate the concept of active living with another subject area; e.g., in social studies, discuss active living from a cultural perspective.
C30–4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community	• Choose an individual activity to teach to other students; e.g., inline skating, snowboarding, juggling, jumping rope.
D30–1 model an active lifestyle	• Keep an activity log throughout the term. Graph the results to see the seasons in which you tend to be more active, and discuss how individual activities could be scheduled into those months where there is low physical activity involvement.
D30–2 recommend future changes and modifications to one's personal plan to maintain a healthy, active lifestyle	• Set immediate, short-term and long-term goals based on health-related fitness assessment results; and monitor these goals.

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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities

Selected Specific Outcomes

A30–1 analyze, evaluate and adapt performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

B30–3 evaluate, monitor and adapt fitness plans for self and others, applying the principles of training

Criteria

- develops a personal fitness plan and monitors progress
- participates in circuit training
- identifies fitness benefits gained through participation
- monitors personal progress
- develops personal goals

Assessment Strategies/Activities

Performance Task

Circuit Training—Students must develop, evaluate, monitor and adapt a personal fitness plan and apply the principles of training.

Evaluation Strategies

Analytic Rating Scale (Self-evaluation)

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Develops personal fitness plan				
Monitors progress and reevaluates goals				
Participates in fitness circuit				
Identifies fitness benefits gained through participation				
Monitors goal setting				

Communication Strategies

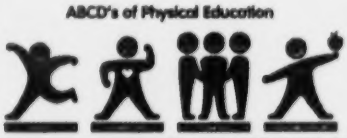
Self-reflection:

- Identify each station and the fitness benefits gained.
- Identify the station of most benefit to you. Why?
- Identify a station you would add. Why?
- Identify aspects that caused you difficulty.
- What accounts for increased benefits of one station over another?
- Determine areas for future development and the equipment to be used.

Progress Report Comments:

- Student is able to develop and participate in a personal fitness plan.

Having students develop, advertise and lead an Active Living festival in the community is a great way to promote the benefits of being active. The Active Living festival can contain a variety of individual activities, such as track and field events, relaxation activities, bicycling or other fitness-related events that people can do on their own with little equipment. Students can also set up different informational booths on such topics as nutrition, community facilities; e.g., hiking trails and canoe routes, and recreational program opportunities available in the community. Awards presented by the students could be given to individuals and/or businesses in the community who advocate and demonstrate active living initiatives. Local media can be invited to the festival to advertise the event and to promote the benefits of active living in the community.



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YEAR PLAN FOR _____

Dates:	September	October	November	December	January
Dimension					
Unit/Activity Choices					
General Outcomes					
Specific Outcomes					
Assessment/ Evaluation/ Communication					
Resources/ Facilities					

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YEAR PLAN FOR _____

Dates:	February	March	April	May	June
Dimension					
Unit/Activity Choices					
General Outcomes					
Specific Outcomes					
Assessment/ Evaluation/ Communication					
Resources/ Facilities					

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YEAR PLAN FOR Physical Education – Grade 5

Dates:	September	October	November	December	January
Dimension	Games	Games Dance	Dance Alternative Environment	Dance Alternative Environment Games	Types of Gymnastics Alternative Environment
Unit/Activity Choices	Games – cooperative – net/wall – target – invasion	Games – locomotor/ nonlocomotor sequences – Laban's concepts	Dance – creative/folk – present dance sequences Aquatics	Dance – present movement sequences Aquatics Ice Sports – ice hockey, skating	Types of Gymnastics – safety–balance, weight bearing – landings Cross-country Skiing
General Outcomes	A – Activity B – Benefits Health C – Cooperation D – Do It Daily…For Life!	A – Activity B – Benefits Health C – Cooperation D – Do It Daily…For Life!	A – Activity B – Benefits Health C – Cooperation D – Do It Daily…For Life!	A – Activity B – Benefits Health C – Cooperation D – Do It Daily…For Life!	A – Activity B – Benefits Health C – Cooperation D – Do It Daily…For Life!
Specific Outcomes	Games A5–1, A5–2, A5–5, A5–11 B5–2, B5–4 C5–1, C5–3, C5–5 D5–3, D5–6	Games Dance A5–3, A5–4, A5–8 B5–4 C5–6 D5–2, D5–4, D5–6	Dance Alternative Environment – aquatics A5–2, A5–7 B5–2, B5–7, B5–8 C5–1, C5–4 D5–1, D5–5, D5–7, D5–9	Dance Alternative Environment – aquatics, skating, winter festival A5–5, A5–7 B5–2, B5–3, B5–6 C5–1, C5–4, C5–6 D5–3, D5–4, D5–5, D5–8	Types of Gymnastics A5–1, A5–2, A5–3, A5–4, A5–12 B5–4 D5–4, D5–7, D5–9 Alternative Environment –cross-country skiing A5–6 B5–1, B5–2, B5–3, B5–4, B5–6 C5–1 D5–4, D5–5, D5–6, D5–9
Assessment/ Evaluation/ Communication	Rubric Observation Checklists Course outline	Rubric Observation Checklists Individual feedback	Videotape presentations Observation Progress Report	Journal writing Participation lists/records Analytic Rating Scale	Videotape class activities Dialogue/observation Fitness measures
Resources/ Facilities	Gymnasium Fields	Gymnasium	Gymnasium Community Pool	Gymnasium Community Pool and Rink	Gymnasium Field

YEAR PLAN FOR Physical Education – Grade 5

Dates:	February	March	April	May	June
Dimension	Types of Gymnastics Alternative Environment	Dance Individual Activities	Individual Activities	Individual Activities Alternative Environment	Games Individual Activities Alternative Environment
Unit/Activity Choices	Types of Gymnastics – routines – dismount/springs Ice Sports – broomball, skating	Dance – from around the world Badminton (modified) – skills/strategies	Badminton – strategies/mini-games Skipping Track and Field	Track and Field Life Saving	Games (fielding) – T-ball – softball – variations of the above Track and Field Aquatics – fun day
General Outcomes	A – Activity B – Benefits Health C – Cooperation D – Do It Daily…For Life!	A – Activity B – Benefits Health C – Cooperation D – Do It Daily…For Life!	A – Activity B – Benefits Health C – Cooperation D – Do It Daily…For Life!	A – Activity B – Benefits Health C – Cooperation D – Do It Daily…For Life!	C – Cooperation
Specific Outcomes	Types of Gymnastics Alternative Environment (refer to January for details)	Dance Individual Activities – badminton A5–5, A5–6, A5–10 B5–2 C5–2, C5–6 D5–1, D5–6, D5–8, D5–9	Badminton Individual Activities – skipping A5–1, A5–2, A5–6 B5–2, B5–3, B5–6, B5–7 C5–5 D5–3, D5–7, D5–8 Individual Activities – track and field A5–1, A5–6, A5–13 B5–1, B5–6 C5–3 D5–2, D5–4, D5–7, D5–8	Track and Field Life Saving A5–2, A5–5, A5–7 B5–4, B5–6 C5–1, C5–4 D5–2, D5–5, D5–9	Games Track and Field Aquatics C5–4, C5–5, C5–6
Assessment/ Evaluation/ Communication	Analytic Rating Scale PE Newsletter	Videotape Rubric Checklists Observation Questionnaire	Refer to March Student-led conferences	Rubric Journal writing Observation Individual feedback	Rubric Observation Questionnaire Progress Report
Resources/ Facilities	Gymnasium Community Rink	Gymnasium	Gymnasium Fields	Fields	Fields Community Pool

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YEAR PLAN FOR Physical Education – Grade 7

Dates:	September	October	November	December	January
Dimension	Games Individual Activities	Alternative Environment Games	Games Individual Activities	Games Dance	Types of Gymnastics
Unit/Activity Choices	Cooperative Games Soccer Walking/Cycling	Orienteering Volleyball Aquatics – swimming – games	Team Handball Ice Activities – skating – games	Basketball Dance – folk	Gymnastics – rhythmic Choice of Activities
General Outcomes	A – Activity B – Benefits Health D – Do It Daily…For Life!	A – Activity C – Cooperation D – Do It Daily…For Life!	A – Activity C – Cooperation D – Do It Daily…For Life!	A – Activity C – Cooperation D – Do It Daily…For Life!	A – Activity C – Cooperation D – Do It Daily…For Life!
Specific Outcomes	A7–1, A7–2 B7–2, B7–3, B7–4, B7–6, B7–7 D7–1, D7–2, D7–3, D7–4	A7–1, A7–4, A7–5, A7–6, A7–7 C7–3, C7–4 D7–3, D7–8	A7–1, A7–3, A7–10 C7–5 D7–3	A7–8, A7–9 C7–3, C7–6 D7–6, D7–7	A7–12 C7–4, C7–6 D7–3, D7–4
Assessment/ Evaluation/ Communication	Observations – checklists – conferences Learning Logs – journals	Observations – checklists Performance Tasks – demonstrations Newsletter	Observations – checklists Analytic Rating Scale Progress Report	Observations – checklists – conferences Rubric	Performance Tasks – demonstrations
Resources/ Facilities	Gymnasium Field Neighbourhood Trails	Field Gymnasium Community Pool	Gymnasium Community Arena	Gymnasium	Gymnasium

Note: Units vary from 2 to 3 weeks each (6–12 lessons).

YEAR PLAN FOR Physical Education – Grade 7

Dates:	February	March	April	May	June
Dimension	Types of Gymnastics Games	Alternative Environment Individual Activities	Games Dance	Individual Activities	Games
Unit/Activity Choices	Gymnastics Cooperative Games	Snow Activities – games – snowshoeing	Floor Hockey Dance – line, social	Track and Field Combatives – wrestling	Softball Choice of Activities
General Outcomes	C – Cooperation	A – Activity B – Benefits Health D – Do It Daily…For Life!	A – Activity C – Cooperation D – Do It Daily…For Life!	A – Activity C – Cooperation	D – Do It Daily…For Life!
Specific Outcomes	C7–1, C7–3	A7–5, A7–7 B7–1, B7–2, B7–8 D7–2, D7–5	A7–11 C7–3, C7–6 D7–3	A7–6, A7–13 C7–2, C7–3, C7–4, C7–6	D7–1, D7–2, D7–9
Assessment/ Evaluation/ Communication	Performance Tasks – demonstrations Analytic Rating Scale	Observations – checklists Learning Logs – journals Progress Report	Observations – checklists – conferences Rubric Student-led conference	Learning Logs – journals Observations – checklists	Checklists Learning Logs – journals Progress Report
Resources/ Facilities	Gymnasium	Field Gymnasium	Gymnasium	Field Gymnasium	Field Gymnasium

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YEAR PLAN FOR Physical Education 10 – Semester 1

Dates:	September	October	November	December	January
Dimension	Games	Games Alternative Environment Individual Activities	Games Individual Activities Alternative Environment	Types of Gymnastics Individual Activities Games	Dance Alternative Environment
Unit/Activity Choices	Cooperative Activities Volleyball Soccer/Speedball Rugby	Flag Football Aquatics – strokes, entries, rescues Bowling Team Handball	Basketball Weight Training Ice Activities – skating – broomball Badminton	Gymnastics – floor exercise First Aid – emergency Low Organization Games – net/wall – target	Dance – social, line Snow Activities – snowshoeing – cross-country skiing Choice of Activities
General Outcomes	A – Activity C – Cooperation D – Do It Daily…For Life!	A – Activity C – Cooperation D – Do It Daily…For Life!	A – Activity B – Benefits Health D – Do It Daily…For Life!	A – Activity C – Cooperation D – Do It Daily…For Life!	A – Activity B – Benefits Health C – Cooperation D – Do It Daily…For Life!
Specific Outcomes	A10–1, A10–5, A10–10, A10–11 C10–1, C10–3 D10–1, D10–3, D10–4	A10–1, A10–5, A10–7, A10–10 C10–4, C10–6 D10–5, D10–8	A10–1, A10–3, A10–5, A10–6, A10–7, A10–10, A10–13 B10–1, B10–2, B10–3, B10–4, B10–5, B10–6 D10–3	A10–12 C10–5, C10–6 D10–3, D10–5	A10–8, A10–9 B10–7, B10–8 C10–2, C10–3, C10–5 D10–2, D10–6, D10–8, D10–9
Assessment/ Evaluation/ Communication	Observations – checklists – conferences Course outline	Analytic Rating Scale Observations – checklists Learning Logs – journals	Projects – reports Observations – checklists Progress Report	Test – written Performance Tasks – demonstrations Student-led conference	Observations Learning Logs Rubric Progress Report
Resources/ Facilities	Gymnasium Field	Field Community Pool Bowling Lanes Gymnasium	Gymnasium Wrestling Room Community Arena	Gymnasium Wrestling Room	Gymnasium Field

Note:

- 1 unit/week.
- This sample is for a 5-credit course for one semester.

YEAR PLAN FOR Physical Education 10 – Semester 2

Dates:	February	March	April	May	June
Dimension	Games Individual Activities	Individual Activities Alternative Environment Types of Gymnastics	Dance Alternative Environment Games	Games	Individual Activities Games
Unit/Activity Choices	Cooperative Activities Badminton Team Handball Basketball	Ice Activities – skating – broomball Weight Training First Aid – emergency Skiing – downhill Gymnastics	Dance – social, line Aquatics – strokes, entries, rescues Soccer/Speedball Rugby	Flag Football Lacrosse Volleyball Low Organization Games – net/wall – target	Bowling Softball Choice of Activity
General Outcomes	A – Activity C – Cooperation	A – Activity B – Benefits Health C – Cooperation D – Do It Daily…For Life!	A – Activity C – Cooperation D – Do It Daily…For Life!	A – Activity C – Cooperation	B – Benefits Health C – Cooperation D – Do It Daily…For Life!
Specific Outcomes	A10–1, A10–3, A10–5, A10–6, A10–10, A10–11 C10–1, C10–3	A10–12 B10–1, B10–2, B10–3, B10–4, B10–5, B10–6 C10–5, C10–6 D10–3, D10–4, D10–5	A10–1, A10–5, A10–7, A10–8, A10–9, A10–10 C10–3, C10–4, C10–5, C10–6 D10–2, D10–3	A10–1, A10–5, A10–10, A10–13 C10–3, C10–6	B10–7, B10–8 C10–2, C10–4, C10–6 D10–2, D10–6, D10–8
Assessment/ Evaluation/ Communication	Observations – checklists – conferences Performance Tasks – demonstrations Rubric	Projects – report Performance Tasks – demonstrations Test – written	Observations – checklists Learning Logs – journals Fitness Appraisal	Observations – checklists Goal Setting Reflection	Learning Logs Analytic Rating Scale Progress Report
Resources/ Facilities	Gymnasium	Community Arena Wrestling Room Ski Hill Gymnasium	Gymnasium Community Pool Field	Field Gymnasium	Bowling Lanes Field Gymnasium

Note:

- 1 unit/week.
- This sample is for a 5-credit course for one semester.

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ACTIVITY CHOICES TO CONSIDER IN PLANNING

Students can achieve the intent of the four general outcomes through a variety of movement experiences. To meet the aim of the program and address all outcomes, programs are to include alternative environment activities, dance activities, games, types of gymnastics and individual activities.

The following are not prescribed nor mandatory activities but include some suggestions that may be taught to address the student learning outcomes. Decisions about activities to be offered will be based on many considerations; e.g., safety and jurisdictional policy, student needs, facilities and equipment, teacher expertise, and time allocation for the program.

Kindergarten to Grade 6

Alternative Environment	Dance	Games	Types of Gymnastics	Individual Activities
Aquatics – water adjustment – survival techniques – stroke development – water games – water safety **Water-based** – canoeing – rowing **Outdoor Pursuits** – hiking – backpacking – camping – orienteering – snowshoeing – skiing – snowboarding – skating—ice and inline – horseback riding – walking – cycling – tobogganing – wall climbing **Creative Playgrounds** – safety – movement – balance – travel	**Rhythmic/Creative** – singing and clapping games – aerobic dance – interpretive dance – modern dance – tinikling **Multicultural** – folk dance – square dance – creative folk dance **Contemporary** – line dance – jive – partner dance – country and western dance – percussive dance **Aboriginal** – Métis jigging – First Nations round dance – Métis reel	**Innovative** – creative or novel games – initiative tasks – cooperative games – challenge games – parachute activities – multicultural games – skipping games – ball activities – beanbag activities – hoop activities – scooter games – tag games – schoolyard games – tarmac games – snow games – tetherball – environmental games – plastic disc games **Goal-oriented** – soccer-type games – basketball-type games – football-type games – hockey-type games—field, floor, ice – ringette – team handball – lacrosse-type games – broomball-type games – softball-type games – scoopball **Net and Wall** – volleyball-type games – paddle-type games – badminton-type games – pickleball – table tennis – wall handball – netball **Target** – bocce – bowling – curling-type games – golf-type games – croquet	**Educational** Floor and Equipment – safety – balances – travels – shapes – suspensions – flight—takeoff and landing – rotations – sequence development **Rhythmic** – hoop – ball – ribbon – scarf – rope – lummi sticks – gymnic balls – sequence development **Acrobatic** – tumbling – balances/pyramids	**Track and Field** – running events – jumping events – throwing events **Individual Manipulative** – juggling—hand, foot – skipping **Training Programs** – circuits – stations – running activities – rope jumping – triathlon-type activities **Movement Arts** – tai chi **Combatives** – tug-of-war

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ACTIVITY CHOICES TO CONSIDER IN PLANNING

Students can achieve the intent of the four general outcomes through a variety of movement experiences. To meet the aim of the program and address all outcomes, programs are to include alternative environment activities, dance activities, games, types of gymnastics and individual activities.

The following are not prescribed nor mandatory activities but include some suggestions that may be taught to address the student learning outcomes. Decisions about activities to be offered will be based on many considerations; e.g., safety and jurisdictional policy, student needs, facilities and equipment, teacher expertise, and time allocation for the program.

Grade 7 to Grade 12

Alternative Environment	Dance	Games	Types of Gymnastics	Individual Activities
Aquatics – water adjustment – survival techniques – stroke development – snorkelling – scuba diving – water games – diving – synchronized swimming – water safety **Water-based** – canoeing – rowing – kayaking – sailing – sailboarding – water skiing **Outdoor Pursuits** – hiking – backpacking – climbing—rock, wall – camping—winter, summer – orienteering – snowshoeing – skiing – snowboarding – skating—ice, inline – horseback riding – walking – cycling – tobogganing – luge	**Rhythmic/Creative** – aerobic dance – interpretive dance – modern dance – stomp **Multicultural** – folk dance – square dance **Contemporary/ Social** – line dance – jive – partner dance – country and western dance – swing **Jazz** – traditional – hip-hop – funk **Ballroom/Social** – waltz – fox trot – tango – Latin style – two-step – polka **Aboriginal** – Métis jigging – First Nations round dance – Métis reel	**Innovative** – creative or novel games – initiative tasks – cooperative games – challenge games – multicultural games **Goal-oriented** – softball – cricket or rounders – soccer – basketball – touch football – hockey-type games—field, floor, ice – team handball – lacrosse (field) – rugby – broomball – ringette – plastic disc games **Net and Wall** – volleyball – tennis – badminton – pickleball – table tennis – handball – netball – racquetball – squash – Asian foot volleyball – lacrosse – tchouk ball **Target** – archery – bocce – bowling – curling – golf – trapshooting – croquet – horseshoes	**Rhythmic** – hoop – ball – ribbon – scarf – rope – lummi sticks – gymnic balls **Artistic** – floor exercises – uneven bars – parallel bars – high bar – vault box – pommel horse – rings – balance beam **Acrobatic** – tumbling – balances/pyramids **Educational** Floor and Equipment – balances – travels – shapes – suspensions – flight – rotations – sequence development	**Athletics—Track and Field** – running events – jumping events – throwing events **Combatives** – fencing – wrestling – self-defense – martial arts **Individual Manipulatives** – juggling—hand, foot – skipping **Training Programs** – aerobics – rope jumping – walking – jogging – lap swimming – cycling/mountain biking – use of exercise equipment – weight training – inline skating – circuit – plyometrics – triathlon **Movement Arts** – tai chi – yoga

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UNIT PLAN

Grade: _____ **Resources**: _____

Dimension/Unit: _____

Dates: _____ **Equipment**: _____

Lesson	General Outcomes	Specific Outcomes	Learning Activities/Teaching Strategies	Assessment/ Evaluation/ Communication	Safety Considerations

UNIT PLAN

Grade: 10
Dimension/Unit: Games/Team Handball
Dates: October 23–30 (Semester 1), March 6–13 (Semester 2)

Resources: *Survival Kit for the Introduction of Team Handball* See LRDC
Equipment: 15–30 Team Handballs, 3 sets of pinnies, 10–12 pylons, goals

Lesson (64 min.)	General Outcomes	Specific Outcomes	Learning Activities/Teaching Strategies	Assessment/ Evaluation	Safety Considerations
1	A – Activity C – Cooperation D – Do It Daily…For Life!	A10–5 C10–4 D10–1 D10–4	• determine student knowledge/expertise • outline unit outcomes • outline history of Team Handball (THB) • introduce ball handling • introduce passing • mini cross court games	Observation—conference regarding leadership in THB	• activity readiness • ball to be shot below waist • use of goal crease
2	A C D	A10–1 A10–3 A10–5 C10–3 D10–3	• brief verbal review of lesson 1 • review ball handling, passing, receiving • introduce footwork • introduce general shooting • introduce defensive play (2-on-2) • mini cross court games	Peer Observation—checklist of basic skills	• ball to be shot below waist • no contact on defence
3	A C D	A10–1 A10–3 A10–5 C10–6 D10–2 D10–3	• brief verbal review of lesson 2 • review skills from lessons 1 and 2 • introduce specific shots • combine passing, shooting, defence (3-on-3) • explain/demonstrate full team/court set up • full court games	Observation—conference regarding basic skills and teamwork	• explain/demonstrate how to set up goals • do not limit shot, but stress use of hands/arms on defence • call "dangerous shot" (local modification—no shots at goal from outside of 9 metre line)
4	A C	A10–10 C10–3 C10–6	• brief review of lesson 3 • review shooting • review combination of passing, shooting, defence (3-on-3) • explain/demonstrate player positions and responsibilities • explain/demonstrate offensive/defensive strategies • full court games	Observation—conference regarding basic skills and teamwork	• explain/demonstrate acceptable limited contact (offence/defence) • call "dangerous shot"
5	A C D	A10–5 C10–6 D10–3	• brief review of lesson 4 • introduce free throw • introduce penalty shot • pre-tournament preparation – establish teams/positions – team skill/strategy practice – full court games	Rubric—basic Team Handball skills/strategies	• include 2 referees—each team to identify potential referees • referees to call game closely to prevent accidents
6	A C D	A10–5 C10–3 D10–8 D10–9	• brief verbal review of lesson 5 • discuss school/community Team Handball opportunities • pre-tournament practice • tournament play	Rubric—basic Team Handball skills/strategies	• include 2 referees—each team to identify potential referees • referees to call game closely to prevent accidents

Note:
- Warm-ups and cool-downs are a part of each lesson.
- Rules are introduced on a needs basis, as part of the learning activities and the game situation.

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Physical Education Lesson Plan

Grade: _____ Lesson/Unit: _____ Date: _____

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community

Introduction/Warm-up

Learning Activities/Teaching Strategies

Closure/Cool-down

Assessment/Evaluation

Equipment	**Safety Considerations**

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Physical Education Lesson Plan

Grade: 3 Lesson: Sponges Galore Date: _____

Unit: Low Organization Activities

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
	✓		✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓		✓			✓	✓		✓	✓	✓	✓	

SPONGES GALORE

Introduction/Warm-up

- mention the outcomes we are addressing today
- indicate that this lesson serves as a lead-up to other lessons involving locomotor and manipulative skills
- as a warm-up:
  - use a tag game
  - stretch upper and lower body
- have each student obtain a sponge (common variety) and sit down and wait for further instructions

Learning Activities/Teaching Strategies

- take students through the following sequence of activities:
  - squeeze sponge, flip from fingers and catch; try other hand
  - hold sponge between two hands at eye level, elbows to side; drop sponge; and catch it before it hits the floor
  - repeat; add a clap before catching the sponge
  - repeat; add several claps
  - drop sponge again, roll both hands forward around each other before catching
  - repeat; roll hands backward
  - repeat; roll hands forward and backward before catching
  - drop sponge, spin body around before catching
  - drop sponge, clap, spin body, catch
- now, try some of these activities where a student drops a sponge for a partner
  - repeat with two sponges
  - repeat; but partner starts with back to you, and on a count of three, turns to catch sponge

Closure/Cool-down

- add partner challenges
  - sponges mark standing long jump
  - drop-kick sponges over a line
  - drop-kick sponges into hula hoop
- do a cool-down stretch

Assessment/Evaluation

- self/peer checklist, including each activity, so that students can check each activity they can perform successfully
- may use observation to determine if partners work together cooperatively

Equipment	Safety Considerations
• 1 sponge/person • possibly 1 hula hoop per 2 or 4 people	• have students space themselves around gymnasium to avoid interfering with others • when drop-kicking, have students kick from one side of gymnasium to other (one direction)

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Physical Education Lesson Plan

Grade: 9 Unit: Soccer/Speedball Date: _____

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
	✓		✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓	✓			✓	✓		✓	✓	✓	✓	

SPEEDBALL

Introduction/Warm-up

- mention the outcomes we are addressing today
- refer to the connections/applications this activity/game has with basketball and soccer
- as a warm-up:
  - use relays (pairs) for cardiovascular activities
  - stretch upper and lower body
- have two teams each with two lines (as in hockey) of 6 or 7 players
  - each line plays 3 to 5 minutes at a time (lines not playing stand on opposite sidelines)

Learning Activities/Teaching Strategies

- the game begins with a basketball centre jump
- if the ball is in the air (air ball) it must be passed as in basketball (no running with it)
- if a pass is missed or it falls to the floor (ground ball) it must be kicked as in soccer and may only be picked up with hands by a player on the sidelines (this converts it to an air ball)
- only the goalies are allowed in the crease, and they may use hands or feet
- after 3 to 5 minutes, change lines
- to score:
  - 1 point for throwing or kicking ball into the net
  - 2 points for sinking a basket (into basketball hoop)

Closure/Cool-down

- discuss strategies that could be used by a team to become more successful (offensive and defensive)
- do a cool-down stretch

Assessment/Evaluation

- use of rubric regarding offensive and defensive strategies
- use of observation to determine fair play and teamwork

Equipment	Safety Considerations
• basketball court • floor hockey nets • 1 utility ball or indoor soccer ball • pinnies	• consider the use of an indoor soccer or foam-covered ball as it stings less if hit in the face • ask students to avoid intentional contact • caution students on the sidelines to stay off the court

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APPENDIX B: SAMPLE ASSESSMENT, EVALUATION AND COMMUNICATION STRATEGIES

Assessment Strategies

Category	Strategy	Information It Provides	Illustrative Example
Performance Tasks	Simulation Demonstration Video production Presentation Project (individual and group)	Documentation of creativity, understanding, organizational and reasoning skills, handling of equipment, safety practices. Application and analysis of skills in new situations.	Student develops and participates in an individual, health-related fitness program with specific curriculum outcomes in mind; e.g., functional fitness, body image and well-being. A group develops a unique game, taking into consideration number of players, equipment, court size, name, whether students will be active enough to build cardio-respiratory endurance, and then teach it to the rest of the class. Develop a week-long, health-related personal fitness plan, and present it in chart form. Develop a 1-minute floor exercise routine, and demonstrate it to a group of peers.
Observations	Anecdotal record Checklist Observing students	Immediate feedback of learning, focused on specific outcomes; e.g., teamwork, leadership skills, communication, fair play.	Teacher or peers observe student participation at a learning station where other students are demonstrating a variety of ball passing techniques. Observations are recorded and based on identified criteria. Teacher and students develop a checklist on components of fair play. Students are observed demonstrating fair play components throughout lessons over a period of time.

Category	Strategy	Information It Provides	Illustrative Example
Oral Communication	Interviews Questions/responses Peer teaching/ coaching Conferencing	Speaking and listening skills, ability to support/ defend a position, information gathering, synthesizing concepts/ methods.	Students observe partners while stretching, complete a checklist to evaluate each other's completion of appropriate stretches and adherence to safe practices, and then discuss the findings with their partners.
Interest Inventory	Checklist Questionnaire	Interests, strengths, learning preferences—for planning future programs.	Students can be given incomplete sentences or open-ended opportunities to write and reflect, illustrate or explain or complete questionnaires. Interest inventory questions could include: • Did you gain an understanding of the physical education outcomes for this activity/unit? • How did you feel about your participation? • Did you enjoy working with your classmates? • What physical activities do you do away from school—with family, friends, self?
Test	Multiple choice True/false Completion Matching	Recall, recognition, content mastery.	Paper and pencil test for summative information at the end of a unit.
Written Language	Essay (extended and restricted response)	Writing and organizational skills, research skills and vocabulary.	Write a personal fitness plan, complete with goals, an action plan and method of monitoring progress. Name any similarities between speedball and soccer skills. How can these similarities help you to learn speedball, if you already know how to play soccer? Explain the game of basketball when it was first invented by Canadian, James Naismith. Tell about its evolution to the game it has become today.

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Category	Strategy	Information It Provides	Illustrative Example
Learning Logs	Reflective journal Dialogue journal Portfolio	Written record of the knowledge, skills and attitudes in relation to outcomes. Personal connections to active living concepts. Record of personal experiences. Goal setting. Shows progress over a period of time.	Student records personal active living schedule outside of physical education class; e.g., at home, fitness centre, with family members or friends. How do you feel when you participate in a physical activity during physical education class? At home? Describe a situation where you encouraged another classmate while participating in a physical activity. How did you feel? What impact did it have on the other person? On other participants? Describe situations where you displayed the qualities of fair play and cooperation. Describe situations where you may not have displayed these skills during class time. Describe how you felt in each of the situations. Journal entries could include "personal best" comments, such as: My strengths … My challenges … I feel good about … My goals are … My plan is …

From *Combined Grades Manuals, K/1, 1/2, 2/3, 3/4, 4/5, 5/6*, 1999, pp. 13–15. Adapted with permission of Edmonton Public Schools, Resource Development Services.

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Interest Inventory/Learning Log/Oral Communication

Student Name: _____ Date: _____

Student Questions	Teacher Comments		
	First Date	Second Date	Third Date
A. Did you gain an understanding of the physical education outcomes for this activity/unit? _____ _____ _____ _____ _____			
B. How did you feel about your participation? _____ _____ _____ _____ _____			
C. Did you enjoy working with your classmates? _____ _____ _____ _____ _____			
D. What physical activities do you do away from school—with family, friends, self? _____ _____ _____ _____ _____			

This assessment strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
			✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
					✓				✓	✓		✓	✓

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Learning Log/Written Language

Active Living Calendar—Activity Schedule

Day	Time	Activity	Heart Rate	Description
Sunday	8:30 a.m.	Walk/run		a route of predetermined kilometres through a park

Journal Entry

At the Beginning: Personal Best Program	1 Month Later	2 Months Later
1. My strengths:	1.	1.
2. My challenges:	2.	2.
3. I feel good about:	3.	3.
4. My goals are:	4.	4.
5. My plan is:	5.	5.

This assessment strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
			✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
			✓		✓	✓				✓		✓	✓

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Performance Task/Observation

Gymnastics/Dance Routine—Peer assessment or modify for self-assessment.

My name: _____ Others in my group: _____

_____

_____

Based on pre-identified criteria, this group is being observed for:

- _____
- _____
- _____

Circle the movements observed.

Locomotor Movements			Nonlocomotor Movements	
walk	jump	gallop	swing	shake
jog	skip	leap	twist	stretch
hop	glide	run	turn	pull

Does the sequence have

a start a finish?

Did this group:

- use three locomotor movements? Yes No
- use three nonlocomotor movements? Yes No
- have a definite start and finish? Yes No
- use music to assist with sequence? Yes No

This assessment strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
	✓												
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓											

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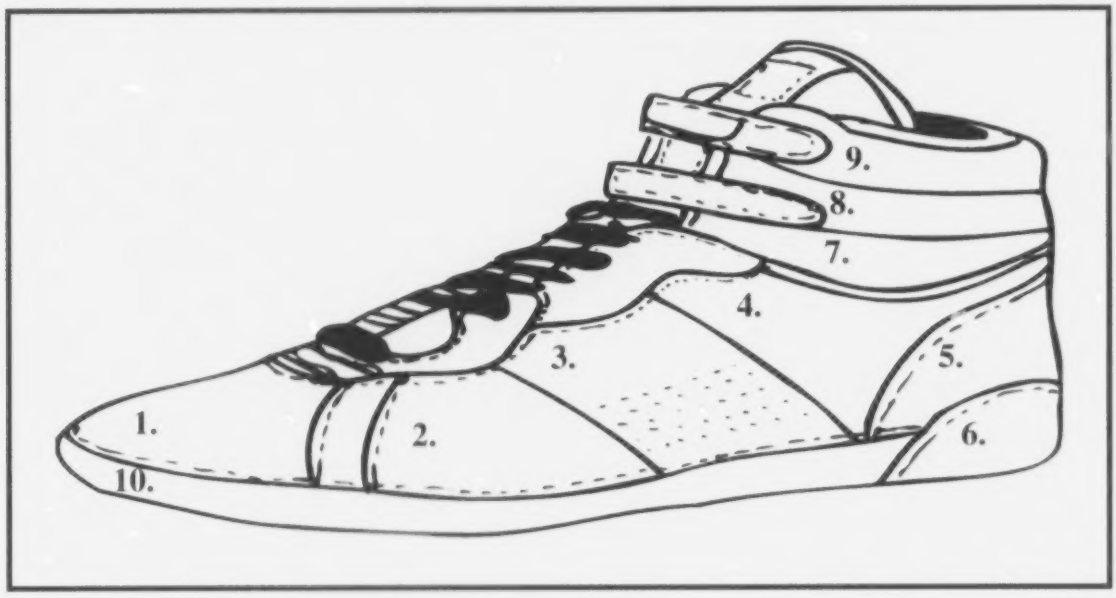
Learning Log
My Fitness Shoe: Do It Daily for Life

Name: _____ Grade: _____

Colour one part of the shoe each day you take part in a fitness activity for 20 minutes or more!



My Fitness Activities

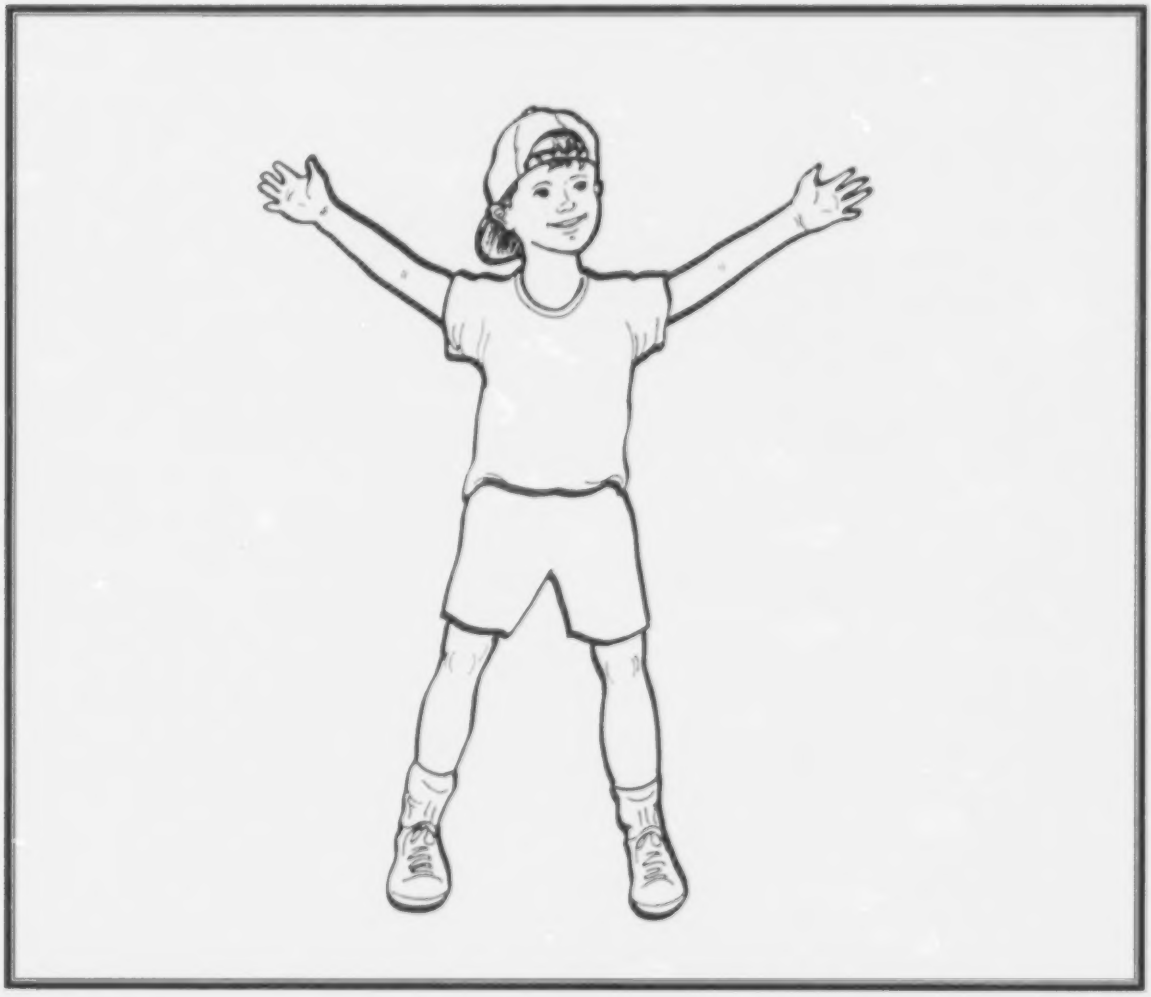
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

This assessment strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
	✓									✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓										✓	

Test

Colour the body parts that move when you ♦ skip ♦ run ♦ walk ♦ jump ♦ throw or any other skill.



This assessment strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
	✓		✓										
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓	✓										

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Test
Components of Fitness

1. Which of these activities require a great deal of strength in your muscles? Write YES or NO beside the activity.

a.	running up a hill _____	d.	playing marbles _____
b.	riding a bike _____	e.	digging a deep hole _____
c.	reading a book _____	f.	pushing a car _____

2. Here are some activities that work your muscles. Name the part of your body where the muscles are working for a long time.

a. partial curl-ups/sit-ups _____
b. push-ups _____
c. bike riding _____
d. rope climbing _____

3. Which of the following activities would most improve the strength of your heart? Why?

_____

_____

4. How does stretching our muscles help us in games and other activities?

_____

_____

This assessment strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
			✓										
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
			✓										

Written Language
Safety in Physical Education

Name: _____ Grade: _____

Mr. Jim Nasium, your physical education teacher, has asked you to explain the safety rules of the gymnasium to a new student who will be arriving next week. He wants you to cover all the rules about such things as using equipment, moving in the gymnasium, and working with a partner and a group. You decide to make a list of five rules for the new student, and to explain why it is necessary to have these rules. Write your list below.

Rule No. 1: _____

_____

Why? _____

_____

Rule No. 2: _____

_____

Why? _____

_____

Rule No. 3: _____

_____

Why? _____

_____

Rule No. 4: _____

_____

Why? _____

_____

Rule No. 5: _____

_____

Why? _____

_____

This assessment strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily... For Life!			
								✓				✓	
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
						✓	✓		✓		✓		

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CHECKLIST SAMPLES

Basic Skills Checklist

Locomotor Skills	Criteria	1st Observation				2nd Observation			
		Working to Achieve		Has Achieved		Working to Achieve		Has Achieved	
		yes	no	yes	no	yes	no	yes	no
Walking	• reflexive arm swing • little vertical lift • definite heel–toe action								
Running	• brief period where both feet are off the ground • arms in opposition to legs, elbows bent • slight body lean, even rhythm • support leg extends completely • nonsupport leg bent 90° • recovery thigh is parallel to the ground • little rotary action of recovery leg								
Hopping	• able to hop on either foot, land on same foot • nonsupport leg flexed with the foot further back than the knee • rhythmical, pendulum-like action of nonsupport leg to produce force • arms bent and swing to produce force • arms are not needed for balance								
Leaping	• take off on one foot and land on the opposite foot • a period where both feet are off the ground • forward reach with arm opposite the lead foot								
Forward Jump	• preparatory movement includes flexion of both knees with arms extended behind the body • arms extend forcefully forward and upward, reaching full extension above head • take off and land on both feet simultaneously • arms are brought downward during landing • body weight at landing moves forward								
Sliding	• body faces sideways to direction of travel • step sideways, followed by a slide of the trailing foot to a point next to the lead foot • a short period where both feet are off the floor • able to slide left or right								

Basic Skills Checklist

Locomotor Skills	Criteria	1st Observation				2nd Observation			
		Working to Achieve		Has Achieved		Working to Achieve		Has Achieved	
		yes	no	yes	no	yes	no	yes	no
Skipping	• rhythmical repetition of the step–hop on alternate foot • rhythmical weight transfer throughout • foot of nonsupported leg carried near surface during hop • arms alternately moving in opposition to legs at about waist level • toe landing								
Galloping	• a step forward with the lead foot, followed by a step with the trailing foot to a position adjacent to, or behind, the lead foot • brief period where both feet are off the ground • both legs flexed during flight • arms bent and lifted to waist level • able to lead with either foot								

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Basic Skills Checklist

Manipulatives	Criteria	1st Observation				2nd Observation			
		Working to Achieve		Has Achieved		Working to Achieve		Has Achieved	
		yes	no	yes	no	yes	no	yes	no
Overhead Throw	• arm is swung backward with elbow at shoulder height or higher • rotation of hip and shoulder to a point where the nondominant side faces the target • step with opposite foot to the throwing hand • follow through with the throwing hand moving diagonally across the body • lead with the elbow during the throwing action • thumb ends up pointing down on the follow-through								
Catching	• hands are held with fingers pointing up and the thumbs close for a ball caught above the waist, and the little fingers close and fingers pointing down for a ball caught below the waist • arms are held relaxed at sides and forearms are held in front of the body • arms reach for the ball just prior to contact • ball is caught by the hands • elbows bend to absorb the force								
Kicking	• movement of kicking is initiated at the hip • support leg bends slightly at contact • slight backward lean of the trunk during contact • forward swing of the arm opposite kicking leg • full extension of leg on follow-through								
Batting	• dominant hand grips the bat above the nondominant hand • stand sideways with nondominant side facing the object to be struck • weight shifts to back foot • arms swing backward • hips and spine rotate • weight shifts to forward foot at contact								

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
	✓												
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓												

Sample Goal Setting Checklist

Criteria	Yes	No
Clearly states goal		
Clearly states criteria/evidence for successful completion		
Lists actions to achieve the goal		
Lists resources for support		
Establishes a plan to monitor progress		
Creates a timeline for attainment		

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
												✓	
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
												✓	

Sample Gymnastics Routine Checklist

Criteria	Yes	No
Locomotor moves		
Nonlocomotor components		
Rotations		
Being positive		
Ending position		
Includes one or more partners		
Continuous movement with control		
Safe use of equipment		

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
	✓											✓	
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓									✓		

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Sample Journal Entry Checklist

Criteria	Yes	No	Comments
States a reaction that reveals understanding and makes connections to the activity			
Written in the first person			
Expresses views, ideas and emotions			
Shows insights by describing the interesting and unusual			

This evaluation strategy can facilitate achievement of the following outcomes. (Depends on topic)

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
						✓							
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
						✓							

Sample General Outcomes C and D Checklist (e.g., communication, leadership, teamwork, effort, safety)

Criteria	Yes	No
Listens to, respects, elaborates on ideas of others		
Stays on task		
Displays enthusiasm		
Deals constructively with disagreements		
Provides encouragement to others		
Makes suggestions that move the group toward completion		

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
						✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
						✓		✓	✓	✓	✓		

Sample Dance Routine Checklist

Criteria	Yes	No
Rhythmic movement is expressive		
Rhythmic movement is consistent with the theme		
Movements are coordinated with the music		
Techniques of dance style are appropriate and consistent		

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
	✓												
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓											

Sample General Outcome B Checklist (Students develop a fitness circuit for their peers.)

Criteria	Yes	No
Appropriate for fitness level of class		
Encourages students to participate		
Includes aerobic, flexibility, strength and endurance elements		
Prepares participants for the intended activity		
Ensures safety and individual needs of participants are met		
Provides clear, concise and easy-to-follow instructions		

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
			✓							✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
			✓		✓					✓	✓		

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Sample General Outcomes A, B, C and D Checklist

Name: _____ Class: _____ Date: _____

Activity

LEARNER OUTCOMES	CRITERIA	First Observation		Second Observation	
		Working to Achieve	Has Achieved	Working to Achieve	Has Achieved
Skill Performance	Demonstrates (performs) efficient and effective movement skills.				
Skill Improvement	Demonstrates (shows) improvement in skill quality.				
Application	Demonstrates (performs) the correct skills required to participate in the activity.				

Benefits Health

LEARNER OUTCOMES	CRITERIA	First Observation		Second Observation	
		Working to Achieve	Has Achieved	Working to Achieve	Has Achieved
Functional Fitness	Experiences/understands the components of fitness.				
Body Image	Recognizes individual body differences and their relationship to physical activity.				
Well-being	Understands the positive benefits gained from physical activity.				

Cooperation

LEARNER OUTCOMES	CRITERIA	First Observation		Second Observation	
		Working to Achieve	Has Achieved	Working to Achieve	Has Achieved
Communication	Demonstrates communication skills appropriate to cooperative participation in physical education.				
Fair Play	Demonstrates etiquette and fair play.				
Leadership	Selects and demonstrates responsibility for various roles while participating in physical education.				
Teamwork	Identifies and demonstrates positive behaviours that show respect for self and teammates.				

(continued)

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(continued)

Do It Daily...For Life!

LEARNER OUTCOMES	CRITERIA	First Observation		Second Observation	
		Working to Achieve	Has Achieved	Working to Achieve	Has Achieved
Goal Setting/Personal Challenge	Sets goals in physical education that are personally challenging.				
Safety	Follows rules, routines and procedures for safety in a variety of activities.				
Effort	Demonstrates factors that encourage movement.				

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
	✓		✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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ANALYTIC RATING SCALE SAMPLES

Sample Choreographed Dance Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Knows patterns and steps to the dance				
Performs steps with correct timing and rhythm				
Shows innovative patterns				
Demonstrates a polished performance				
Expresses the spirit of the dance				
Comments:				

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
	✓												
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
		✓											

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Sample Gymnastics Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Movements flow smoothly from one to the next without breaks/stops				
Shows good form, including starts, stops, balances and rotations				
Controls body movement				
Includes necessary components				
Performs movements in a safe and cooperative manner				
Uses equipment safely				
Uses body parts to show movement at high, medium and low levels				
Performs aesthetically pleasing routine				
Comments:				

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily... For Life!			
	✓									✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓									✓		

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Sample Game Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Demonstrates proper skills				
Uses equipment safely				
Plays fairly, with proper game etiquette				
Encourages and supports others in their participation				
Displays a positive attitude				
Comments:				

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
	✓					✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
		✓				✓	✓	✓	✓	✓	✓		

Sample General Outcomes C and D Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Suggests ideas and alternatives				
Makes an effort to include all members of the group				
Willing to try new activities				
Works cooperatively with others				
Acknowledges the contributions of others				
Participates with enthusiasm				
Willing to compromise or cooperate				
Encourages peers				
Comments:				

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
								✓				✓	
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
						✓		✓	✓	✓		✓	

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Sample Research Report Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Uses a variety of research sources including own notes				
Introduces topic of the report, and defines purpose				
Uses visuals and/or graphics with explanation				
Describes interesting or unusual aspects of topic				
Develops a logical and effective conclusion based on an analysis of information				
Comments:				

This evaluation strategy can facilitate achievement of the following outcomes. (Depends on topic)

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
						✓							
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
						✓							

Sample General Outcomes B, C and D Analytic Rating Scale
My Involvement in the Physical Education Class

Name: _____ Grade: _____

1. I like to try new activities in physical education.

Consistently	Frequently	Occasionally	Rarely

2. I play by the rules of the games.

Consistently	Frequently	Occasionally	Rarely

3. I can cooperate with a partner.

Consistently	Frequently	Occasionally	Rarely

4. I have fun in physical education.

Consistently	Frequently	Occasionally	Rarely

5. I look after the equipment in the gymnasium.

Consistently	Frequently	Occasionally	Rarely

6. I listen to and follow the teacher's instructions.

Consistently	Frequently	Occasionally	Rarely

7. I bring a change of clothes to physical education class.

Consistently	Frequently	Occasionally	Rarely

8. I try my best in physical education class.

Consistently	Frequently	Occasionally	Rarely

9. I like to learn new games.

Consistently	Frequently	Occasionally	Rarely

(continued)

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(continued)

10. I can cooperate with a group of 3 or 4 students.

Consistently	Frequently	Occasionally	Rarely

11. I bring my running shoes to physical education class.

Consistently	Frequently	Occasionally	Rarely

12. Here is a picture I have drawn of myself doing my favourite indoor or outdoor physical education activity.

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
			✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
					✓	✓	✓		✓	✓	✓	✓	

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Sample Soccer Skills Analytic Rating Scale

	Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Passing	• able to make distance passes 20 metres or more				
	• chips and passes over or around opposition				
Trapping	• traps a ground ball				
	• traps a ball that is in flight				
Dribbling	• demonstrates change in speed				
	• demonstrates change in direction				
	• uses both inside and outside of feet				
Throw-in	• demonstrates proper technique for legal throw-in				
	• demonstrates ability to get distance—10 metres or more				
Shooting	• demonstrates shot, using a stationary ball				
	• demonstrates shot, using a moving ball				

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily... For Life!			
	✓		✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓	✓			✓	✓		✓	✓	✓		

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Sample Badminton Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Serve:				
• focuses eyes on shuttlecock				
• displays preparatory backswing				
• stands sideways to target, with racquet held in one hand				
• steps toward target with front foot as racquet is swept down and forward				
• drops shuttlecock in front of body and at waist level				
• contacts shuttlecock below waist; racquet head is below wrist to the front and side of front foot				
• rotates hips and trunk during striking motion				
• follows through across body				
Overhead shot:				
• focuses eyes on shuttlecock				
• stands sideways to target, with racquet held in one hand				
• displays preparatory backswing				
• steps toward target with opposite foot during the hit				
• straightens opposite arm with palm of hand facing away				
• rotates hips and trunk during striking motion				
• contacts shuttlecock slightly ahead and above shoulder				
• follows through toward target and across body				
Etiquette:				
• uses equipment safely				
• plays fairly, with proper game etiquette				
• encourages and supports others in their participation				
• displays a positive attitude				
Comments:				

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily... For Life!			
	✓					✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
		✓				✓	✓			✓	✓		

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Sample Leadership Analytic Rating Scale

Criteria	Consistently	Frequently	Occasionally	Rarely, if ever
Adaptable/Flexible • able to adjust to unexpected circumstances—problem-solving ability				
Responsible • accepts challenges • able to see goal through to the end				
Organized • shows evidence of planning, record keeping and goal setting				
Communication • uses effective techniques to communicate a clear purpose • encourages others				
Self-confident • shows knowledge of task/activity				
Cooperative • able to compromise • able to work with others • acknowledges contribution of others				
Decisive • demonstrates consistent and fair decision-making skills in different situations				

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
			✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
					✓	✓	✓	✓	✓	✓	✓	✓	✓

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RUBRIC SAMPLES

Developing a Rubric

Consider the following questions as you develop a rubric to evaluate the quality of a student's performance.

- What are the specific curriculum outcomes addressed in the task?
- What does an excellent performance look like? What are the qualities that distinguish an excellent response from the rest?
- What do other responses along the performance quality continuum look like?
- What are the criteria for evaluating a student's performance on an assessment task?
- What are your written descriptions of each quality level on the continuum? Is each description qualitatively different from the others? Are there an equal number of descriptors at each level of quality? Are the differences clear and understandable to students and others?

Check the quality levels of your rubric as follows:

☐ A **Level 4** should be the Excellent Level. It should include descriptions that indicate work beyond what you expect for the grade/program/unit. This is a **WOW**!

☐ A **Level 3** should be the Proficient Level. Your descriptions should indicate what it is you really want students to be able to demonstrate for the grade/program/unit. This is a **YES**.

☐ A **Level 2** is the Adequate Level. This level should indicate minimal competencies that you will accept for the grade/program/unit. This is a **YES, BUT**.

☐ A **Level 1** is the Limited Level. This level should indicate what you will not accept as adequate for the grade/program/unit. This is a **NO, BUT**.

Now evaluate your rubric. Is it:

☐ clear?
☐ consistent in the number of descriptors across the levels of quality?
☐ based on curriculum outcomes at grade level?
☐ ensuring success for students?
☐ providing challenge for students?

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Sample General Outcomes C and D Rubric

Criteria (key words)	Levels of Quality			
	4 Excellent	**3 Proficient**	**2 Adequate**	**1 Limited**
Focus on task	Group members consistently focus on task ☐	Group members frequently focus on task ☐	Group members sometimes focus on task ☐	Group members rarely, if ever, focus on task ☐
Roles and responsibilities	Roles and responsibilities are clearly defined ☐	Roles and responsibilities are defined ☐	Roles and responsibilities are vague ☐	Roles and responsibilities are not defined ☐
Respect for others	Respect for others' ideas is consistently evident ☐	Respect for others' ideas is frequently evident ☐	Respect for others' ideas is occasionally evident ☐	Little or no respect for others' ideas ☐
Settling differences	Conflicts/ disagreements are dealt with constructively ☐	Conflicts/ disagreements are dealt with ☐	Conflicts/ disagreements are occasionally dealt with ☐	Conflicts/ disagreements are generally ignored ☐
Task completion	Task completed well within timelines ☐	Task completed within timelines ☐	Task completed beyond timelines ☐	Task is left incomplete ☐

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
							✓				✓		
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
							✓	✓	✓	✓	✓	✓	

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Sample Headstand Rubric

Criteria (key words)	Levels of Quality			
	4 Excellent	3 Proficient	2 Adequate	1 Limited
Headstand	Performs a headstand and balances on own for at least 3 seconds	Performs a headstand while receiving support from a partner in order to remain balanced	Performs a tuck headstand and balances on own for at least 3 seconds	Initiates a tripod, but is unable to balance on own
Analysis	Uses a thorough and insightful analysis of technique with a partner to improve performance	Analyzes technique with a partner to improve performance	Occasionally analyzes technique to improve performance	Requires teacher support to analyze technique to improve performance

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
		✓											

Sample Dance Rubric

Criteria (key words)	Levels of Quality			
	4 Excellent	3 Proficient	2 Adequate	1 Limited
Basic movements	Incorporates several basic movements in a pleasing dance sequence ☐	Incorporates several basic movements in a danceable sequence ☐	Includes some basic danceable movements in a repeating order ☐	Includes some basic movements without danceable connections ☐
Transitions	Transitions between steps are smooth and flowing ☐	Transitions between steps are made in time to the music ☐	Transitions between steps are choppy ☐	Transitions between steps are awkward, stop-and-go movements ☐
Coordination with music	Steps are highly coordinated with the music ☐	Steps are coordinated with the music ☐	Steps are generally coordinated with the music ☐	Steps show little or no coordination with the music ☐
Rhythm and pattern	Consistently maintains rhythm and pattern ☐	Frequently maintains rhythm and pattern ☐	Occasionally maintains rhythm and pattern ☐	Needs assistance to maintain rhythm and pattern ☐
Staying in formation	Stays in formation for entire dance ☐	Stays in formation most of the time ☐	Occasionally moves out of formation ☐	Rarely, if ever, in formation ☐
Engagement with the group	Contributes enthusiastically and invites suggestions from others ☐	Contributes to group and accepts others' ideas ☐	Contributes to the group ☐	Participates only when encouraged ☐

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
	✓					✓							
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓						✓	✓				

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Sample General Outcomes A, C and D Rubric

Criteria (key words)	Levels of Quality			
	4 Excellent	3 Proficient	2 Adequate	1 Limited
Following the rules of the activity or game	Consistently follows the rules	Frequently follows the rules	Occasionally follows the rules	Demonstrates little or no willingness to follow the rules
Skills	Consistently demonstrates skills appropriate to the activity or game	Frequently demonstrates skills appropriate to the activity or game	Demonstrates skills appropriate to the activity or game, but lacks consistency	Rarely demonstrates skills appropriate to the activity or game
Ready position	Consistently in the ready position	Frequently in the ready position	In the ready position some of the time	Rarely in the ready position
Participation	Eagerly engages in activities and helps lead the group in goal setting	Participates fully in activities	Participates when interested	Participates only when encouraged
Attitude	Displays a positive attitude and enthusiasm toward the activities	Displays a positive attitude	Displays an indifferent attitude	Expresses disinterest in activities
Initiative	Takes initiative and tries new activities	Tries new activities and is developing a sense of confidence	Tries new activities when given peer or teacher support	Reluctant to try new activities
Cooperation	Works cooperatively, providing encouragement and support for others	Works cooperatively with others	Needs reminders in order to work cooperatively	Needs supervision in order to work cooperatively
Leadership	Takes on various roles and responsibilities with enthusiasm	Takes on various roles and responsibilities	Takes on roles and responsibilities with encouragement	Avoids or refuses to take on various roles and responsibilities
Fair play	Consistently plays fairly and shows proper etiquette	Frequently plays fairly and shows proper etiquette	Occasionally plays fairly and shows proper etiquette	Rarely, if ever, plays fairly and shows proper etiquette
Safety	Considers the well-being and safety of others, and consistently follows safe practices	Considers the well-being and safety of others, and frequently follows safe practices	Usually considers the well-being and safety of others, and usually follows safe practices	Rarely, if ever, considers the well-being and safety of others, but sometimes follows safe practices

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily - For Life!			
	✓					✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
		✓					✓	✓	✓	✓	✓	✓	

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Sample Lacrosse Rubric (Self-evaluation)

Name: _____ Class: _____ Date: _____

4 = Excellent – I consistently demonstrate the skill.
– I consistently help my partner and explain what he or she needs to improve.

3 = Proficient – I frequently demonstrate the skill.
– I frequently help my partner and explain what he or she needs to improve.

2 = Adequate – I occasionally demonstrate the skill.
– I occasionally help my partner and explain what he or she needs to improve.

1 = Limited – I rarely demonstrate the skill.
– I rarely help my partner or explain what he or she needs to improve.

Skill	My Rating
Trapping	_____
Scooping	_____
Cradling	_____
Catching	_____
Passing	_____
Shooting	_____
Partner Work	_____
Total	_____

Overall, I would rate my performance in this unit as (1 to 4): _____

Comments: _____

_____

_____

This assessment strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily ... For Life!			
	✓					✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓					✓	✓	✓	✓	✓			

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Sample Leadership Rubric

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Verbal Communication	Clearly and effectively communicates information with vivid detail ☐	Clearly communicates information with suitable support and detail ☐	Communicates important information, but is not clear overall ☐	Communicates information as isolated pieces, with insufficient detail and support ☐
Creating Products	Creates products that exceed conventional standards ☐	Creates products that meet conventional standards ☐	Creates products that require more explanation to meet conventional standards ☐	Products are difficult to understand and do not meet conventional standards ☐
Problem-solving Ability	Demonstrates foresight and thought in identifying possible obstacles and constraints, and plans for them ☐	Identifies most obstacles and constraints ☐	Identifies some obstacles and constraints ☐	Demonstrates limited foresight in identifying possible obstacles ☐
Decision Making	Identifies plausible solutions to problems, and addresses the difficulties posed by the constraints or obstacles ☐	Proposes solutions that appear plausible and addresses the most important constraints or obstacles ☐	Proposes alternative solutions, but the solutions do not address all the important difficulties ☐	Presents solutions that fail to address the difficulties, or does not deal with the difficulties at all ☐

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
						✓							
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting: Personal Challenge	Active Living in the Community
						✓		✓					

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Sample Tennis Rubric

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Fundamentals	The student consistently demonstrates, during warm-ups, the ready position; good footwork; correct grip; firm wrist; and flat, controlled swing ☐	The student frequently demonstrates, during warm-ups, the ready position; good footwork; correct grip; firm wrist; and flat, controlled swing ☐	The student occasionally demonstrates, during warm-ups, the ready position; good footwork; correct grip; firm wrist; and flat, controlled swing ☐	The student rarely, if ever, demonstrates, during warm-ups, the ready position; good footwork; correct grip; firm wrist; and flat, controlled swing ☐
Forehand	Using a self-toss while standing in the backcourt, during warm-ups, consistently demonstrates the ability to hit a forehand shot successfully ☐	Using a self-toss while standing in the backcourt, during warm-ups, frequently demonstrates the ability to hit a forehand shot successfully ☐	Using a self-toss while standing in the backcourt, during warm-ups, occasionally demonstrates the ability to hit a forehand shot successfully ☐	Using a self-toss while standing in the backcourt, during warm-ups, rarely demonstrates the ability to hit a forehand shot successfully ☐
Backhand	Using a self-toss while standing in the backcourt, during warm-ups, consistently demonstrates the ability to hit a backhand shot successfully ☐	Using a self-toss while standing in the backcourt, during warm-ups, frequently demonstrates the ability to hit a backhand shot successfully ☐	Using a self-toss while standing in the backcourt, during warm-ups, occasionally demonstrates the ability to hit a backhand shot successfully ☐	Using a self-toss while standing in the backcourt, during warm-ups, rarely, if ever, demonstrates the ability to hit a backhand shot successfully ☐
Rally	With a partner, while standing in the backcourt, consistently can rally back and forth ☐	With a partner, while standing in the backcourt, frequently can rally back and forth ☐	With a partner, while standing in the backcourt, occasionally can rally back and forth ☐	With a partner, while standing in the backcourt, rarely, if ever, can rally back and forth ☐
Forehand Volley	Using a self-toss while standing in the backcourt, consistently demonstrates the forehand volley successfully—4 out of 5 times ☐	Using a self-toss while standing in the backcourt, frequently demonstrates the forehand volley successfully—3 out of 5 times ☐	Using a self-toss while standing in the backcourt, occasionally demonstrates the forehand volley successfully—2 out of 5 times ☐	Using a self-toss while standing in the backcourt, rarely, if ever, demonstrates the forehand volley successfully—less than 2 out of 5 times ☐
Backhand Volley	Using a self-toss while standing in the backcourt, consistently demonstrates the backhand volley successfully—4 out of 5 times ☐	Using a self-toss while standing in the backcourt, frequently demonstrates the backhand volley successfully—3 out of 5 times ☐	Using a self-toss while standing in the backcourt, occasionally demonstrates the backhand volley successfully—2 out of 5 times ☐	Using a self-toss while standing in the backcourt, rarely, if ever, demonstrates the backhand volley successfully—less than 2 out of 5 times ☐
Serve	Consistently can demonstrate overhand serve into right and left court from behind baseline ☐	Frequently can demonstrate overhand serve into right and left court from behind baseline ☐	Occasionally can demonstrate overhand serve into right and left court from behind baseline ☐	Rarely, if ever, can demonstrate overhand serve into right and left court from behind baseline ☐

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(continued)

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Match Play	The student consistently demonstrates tasks while playing a match with an opponent (80% of the time) ☐	The student frequently demonstrates tasks while playing a match with an opponent (60% of the time) ☐	The student occasionally demonstrates tasks while playing a match with an opponent (50% of the time) ☐	The student rarely, if ever, demonstrates tasks while playing a match with an opponent (less than 50% of the time) ☐
Game Strategy	The student consistently demonstrates proper court positioning and strategy in singles and/or doubles matches (80% of the time) ☐	The student frequently demonstrates proper court positioning and strategy in singles and/or doubles matches (60% of the time) ☐	The student occasionally demonstrates proper court positioning and strategy in singles and/or doubles matches (50% of the time) ☐	The student rarely, if ever, demonstrates proper court positioning and strategy in singles and/or doubles matches (less than 50% of the time) ☐

This evaluation strategy can facilitate achievement of the following outcomes

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓		✓			✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	✓	✓	✓			✓	✓		✓	✓	✓		

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OTHER SAMPLE EVALUATION STRATEGIES

What is my Physical Education Cooperation Level?

A. Think about your attitude and behaviour during physical education time so far this year. Circle the number of whistles that best describes your cooperation level in physical education class.

= I always do this.

= I usually do this.

= I sometimes do this.

= I hardly ever do this.

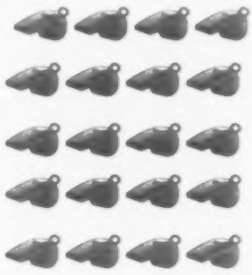
I listen to my teacher's instructions:

I follow the gymnasium rules:

I help my partner/classmates:

I work on my own when asked:

I try to improve every class:



B. What personal goal will you work toward achieving in the next term?

_____ improve my attitude toward others

_____ improve my listening and following of directions

_____ improve my sportsmanship when playing games

C. How will you achieve this goal? What steps do you need to take?

How: _____

Steps: _____

_____

Name: _____ Class: _____ Date: _____

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
						✓				✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
						✓	✓	✓	✓			✓	

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Functional Fitness Written Test

Name: _____ Class: _____

Part A – True or False

	1. A good exercise heart rate for your age is between 20 and 24 beats/10 seconds.
	2. Aerobic fitness is developed in running.
	3. The best way to cool down is to go outside.
	4. Arms should be bent at a 45° angle when you run.
	5. The more fit you are, the quicker your heart rate returns to its resting heart rate (RHR).

Part B – Multiple Choice

1. Cardio-respiratory fitness is the fitness of the:
   a. heart
   b. lungs
   c. blood
   d. blood vessels
   e. all of the above

2. How should you begin cardiovascular training, if you have not been active recently?
   a. once every two weeks
   b. gradually
   c. 5 minutes a day
   d. hard and steady

3. Anaerobic means:
   a. with oxygen
   b. without oxygen
   c. breathing heavily and constantly
   d. loss of weight due to heavy exercise

4. If your neighbour wants to do aerobic exercises, which should he or she not pick:
   a. sprinting
   b. weight lifting
   c. jogging
   d. handball

(continued)

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(continued)

5. How hard should your neighbour exercise for cardio-respiratory fitness:
   a. elevate the heart rate to correct intensity
   b. do stretching exercises
   c. run 1500 m daily
   d. walk only

6. Which test for cardio-respiratory fitness would you suggest:
   a. 100 m run
   b. 1500 m run
   c. 12-minute run
   d. lifting weights

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
			✓							✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Community Culture	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting: Personal Challenge	Active Living in the Community
			✓		✓					✓		✓	

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Personal Fitness Program

Name: _____ Class: _____

Complete this fitness and nutrition questionnaire and hand it in at the end of the unit with your completed fitness package.

What are five fitness goals that you would like to achieve during this unit? (Include both physical fitness and nutrition goals.)

1. _____
2. _____
3. _____
4. _____
5. _____

According to *Canada's Food Guide to Healthy Eating*, how many servings per day should you be having of:

1. Fruits and Vegetables _____
2. Milk Products _____
3. Grain Products _____
4. Meat and Alternatives _____

Based on this guide, are there any foods that you need to eat more of or less of and for what reasons?

_____

_____

_____

_____

(continued)

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(continued)

What specific activities do you plan to undertake to improve your fitness level?

_____

_____

_____

_____

This evaluation strategy can facilitate achievement of the following outcomes.

General Outcomes	Activity		Benefits Health			Cooperation				Do It Daily...For Life!			
			✓							✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
			✓		✓							✓	

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PROGRESS REPORT SAMPLE

Activity	Benefits Health	Cooperation	Do It Daily For Life!	Grade Level	Performance
General Outcome A General Outcome B General Outcome C General Outcome D } Single statement based on each of the four general outcomes and/or curriculum organizers (or choose 1 or 2 outcomes for each reporting period).					

Activity	Benefits Health	Cooperation	Do It Daily For Life!	Grade Level	Performance
This term the Grade 2 students were asked to select and perform the basic skills in gymnastics. Ali demonstrates excellent body control when performing her gymnastics routine. She performed her routine very vigorously from start to finish. Ali was very courteous in speech and action toward her classmates by sharing her ideas throughout the unit. She is progressing in her ability to be creative and should include this as a goal for next term.					

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APPENDIX C: RESOURCES TO SUPPORT IMPLEMENTATION

SUPPORT RESOURCES

Physical education is supported by a wide array of resources, including human resources extending throughout the school community; equipment; facilities; appropriate technology; and print, audio and visual texts. The range of resources should reflect the diversity of learner interests, needs, abilities and experiences, and should permit the flexibility and choice necessitated by the differing instructional needs of students.

Authorized Student and Teaching Resources

Authorized Alberta Learning student and teaching resources will assist teachers in choosing appropriate activities to help students reach the outcomes of the program. Alberta Learning authorized resources are available for purchase from the Learning Resources Distributing Centre (LRDC) at 12360 – 142 Street, Edmonton, Alberta, Canada, T5L 4X9, telephone 780–427–5775, fax 780–422–9750. The LRDC web site is at <http://www.lrdc.edc.gov.ab.ca>.

Internet Support for Physical Education

Further support for the implementation of the physical education program of studies can be found at the Alberta Learning Physical Education Online web site at <http://ednet.edc.gov.ab.ca/physicaleducationonline/>. This web site provides additional examples of activities that address the outcomes, annotations of authorized resources, teaching tools, and strategies to assist with program delivery.

Professional Provincial Resources

The Health and Physical Education Council (HPEC) of the Alberta Teachers' Association (ATA) is an organization that provides support for physical education teachers through the delivery of regional drive-in workshops, newsletters and an annual provincial conference. Contact the ATA to receive a membership application. The ATA web site is at <http://www.teachers.ab.ca>.

Agencies Supporting Active Living

The Alberta Centre for Well-Being supports practitioners to improve the health and quality of life of Albertans through physical activity. The Centre provides research, information and education, and supports related projects through partnership. Publications include *WellSpring* and *Research Update*. Their web site is at <http://www.health-in-action.org/Well-Being/>.

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The Alberta Fitness Appraisal Certification and Accreditation (FACA) Program is dedicated to improving the quality of life of all Albertans by providing fitness appraisals, physical activity counselling and exercise prescription and by promoting health through active living. Under the direction of the Canadian Society for Exercise Physiology, FACA provides certification, continuing education for exercise science professionals and standardized fitness appraisal guidelines. The FACA web site is at <http://provincialfitnessunit.ualberta.ca/faca/>.

The Alberta Fitness Leadership Certification Association (AFLCA) facilitates training and certification of fitness leaders and trainers. AFLCA certification promotes excellence in fitness leadership and cultivates healthy, active lifestyles in Albertans. AFLCA certification has become the "standard of fitness leadership certification" in Alberta, ensuring professionalism, standardization and consistency of fitness leadership. The AFLCA web site is at <http://provincialfitnessunit.ualberta.ca/aflca/>.

The Be Fit For Life Network acts in a leadership capacity to disseminate information and promote the active living message to all Albertans. The Network consists of eight strategically located centres at universities and community colleges in Grande Prairie, Fort McMurray, Vermilion, Red Deer, Calgary, Lethbridge, Medicine Hat and Edmonton. Their web site is at <http://provincialfitnessunit.ualberta.ca/bffl/>.

Schools Come Alive, a special project of HPEC, is dedicated to providing education and resources to Alberta's school communities to ensure that lifelong physical activity is valued and integrated into daily life. Ongoing activities include the *Active! Newsletter*, inservices and individual consultation with schools. The Schools Come Alive web site is at <http://www.incentre.net/hpec/>.

The Canadian Intramural Recreation Association (CIRA), founded in 1977, is a membership based, nonprofit national association. CIRA's mission is to encourage, promote and develop active living, healthy lifestyles and personal growth through intramural and recreation programs within the educational community. The CIRA web site is at <http://www.intramurals.ca>.

The Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) supports teachers, administrators, researchers, coaches, students and others who have an interest in the fields of physical education, physical activity, health, fitness, sport, recreation and dance. The CAHPERD web site is at <http://www.cahperd.ca>.

The Alberta Schools' Athletic Association (ASAA) is a voluntary, nonprofit organization that coordinates senior high school athletic activities. The ASAA web site is at <http://www.asaa.ab.ca>.

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APPENDIX D: EQUIPMENT LISTS

The following lists provide suggestions for equipment to use at the elementary and secondary levels. The lists are intended to support the planning of quality programs and are not intended to be prescriptive in nature.

Elementary List (Kindergarten to Grade 6)

Dance Equipment

CD/tape player
Drums
Maori sticks
Rhythmic gymnastic/dance ribbons
Tambourine

Games/Individual Activities Equipment

Air compressor
Badminton shuttlecocks
Badminton nets
Badminton poles
Badminton racquets
Baseball tees (T-ball stands)
Basketball standards for outdoors
Beach balls
Beanbags
Broomball sticks
Compasses
Crash mat
Floor hockey masks
Floor hockey nets
Floor hockey pucks (indoor, rubber, felt) or dead bounce balls
Floor hockey sticks
Foam-filled, rubber-coated balls (variety of sizes)
Foam-filled, rubber-coated footballs
Foam-filled, rubber-coated soccer balls
Foam-padded sticks (for modified floor hockey)
Flag football belts, flags
Golf clubs "Junior Swing" (left and right)
Golf filler tubes
Hula hoops (24 inch)
Hula hoops (30 inch)
Hula hoops (36 inch)
Lacrosse balls
Lacrosse sticks (indoor and outdoor)
Light-weight balls
Megaphone
Mini basketballs
Modified throw and catch equipment
Padded/rag balls (assorted sizes)
Paddle bats
Parachute (30 ft.)
Plastic bats
Plastic discs
Pylons (12 inch)
Plastic bowling sets
Playground balls (5 inch)
Playground balls (8 inch)
Quoits
Relay batons (6/set) – 3 sets
Ringette sticks (indoor)
Rubber chickens
Sash cord for skipping ropes
Scarves for juggling (sets of 3)
Scoops
Scooter boards
Skipping ropes (9 ft. individual ropes)
Skipping ropes (30 ft. long ropes)
Skittles (wooden)
Snowshoes (junior and senior) plastic
Soccer balls (rubber sizes 4 and 5)
Softballs (rubber, 12 inch)
Softball bats (small)
Softball catcher's mask
Sponge rubber balls
Sports field lining chalk – 3 bags
Stopwatches
Table tennis paddles or lollipop bats
Tape measure (50 ft. or 100 ft.)
Team pinnies—universal size (yellow)
Team pinnies—universal size (red)
Team pinnies—universal size (blue)
Team pinnies—universal size (green)
Tennis balls (3/tube)
Tetherball pole

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Tetherballs
Traffic cones (mini and 18 inch)
Treaded ball (softball size)
Treaded ball (football)
Treaded ball (7 ½ inch playball)
Trestle – 1 set
Trestle horse
Trundle wheel
Tug-of-war rope
Variety of balls (different textures and sizes)
Volleyballs (mini-soft touch)
Volleyball nets
Wall mats
Whistles

Gymnastic Equipment

Agility stools
Balance benches – (two with suede hooks to attach to climber)
Balance boxes
Bar box horse
Boxes of different heights
Canadian Climber
Cradle
Foam incliners and logs
Landing mat (30.5–60.9 cm thick)
Mats—4 ft. by 6 ft., fold out with 4 interlocking sides
Mats—2 ft. by 4 ft., individual with no interlocking sides
Trapezoid mat

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Secondary List (Grade 7 to Grade 12)

Dance Equipment

Maori sticks
Rhythmic gymnastic/dance ribbons
Stereo system

Games/Individual Activities Equipment

Air compressor
Archery set
- butts
- stands
- bows/strings
- catch net
- arm guards

Badminton shuttlecocks
Badminton nets
Badminton poles
Badminton racquets
Baseball bases – 3 plus home plate
- catcher's mask
- helmet caddy
- bat caddy

Basketballs
Basketball standards for outdoors
- hoops, reflex rim

Batting helmets
Beach balls
Beanbags
Bikes
Broomball sticks – broomballs
Compasses
Curling
- brooms
- sliders
- bags for above

Digital camera
Equipment bags
Field hockey sticks (indoor and outdoor)
- goalie pads
- kicker
- goalie chest pad
- gloves
- mask/helmet

Fitness equipment
- multi-station
- dumb-bells – 5/8/10/15/20/25/30/35/40/50/60 lbs.
- bars
- plates – 2.5, 5, 10, 25 lbs.
- collars
- barbell set
- bench platform
- incline bench
- triceps curl bar
- weight belts (s/m/l)

Flag football belts
Floor hockey
- nets
- eye protection
- goalie pads
- blocker – right/left
- goalie mask
- goalie sticks

Floor hockey pucks (indoor, rubber)
Floor hockey sticks
Foam-filled handballs
Footballs and kick-off tees
Golf
- balls (plastic)
- woods #3, #1
- irons #3, #5, #7, #9
- putters
- golf bag

High jump crossbar
High jump stands
Hockey helmets
Hula hoops (24 inch)
Hula hoops (30 inch)
Hula hoops (36 inch)
Hurdles
Ice machine
Lacrosse balls
Lacrosse sticks (indoor and outdoor)
Lanyards
Line marker and chalk
Megaphone
Multi-purpose goals
Parachute (30 ft.)
Plastic discs
Portable scoreboard
Pole vault
- tips
- crossbar
- standards
- trough
- pole (12 ft. x 3 inches), (13 ft.), (14 ft.)

Protective eyewear
Racquetball balls
Racquetball racquets

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Rake
Relay batons
Ringette sticks (indoor)
Rubber chickens
Rugby
- kicking tees
- balls (mini)

Sash cord for skipping ropes
Scarves for juggling
Score clock
Shot-put and discus (indoor and outdoor)
- discus – lady, man
- shot – lady, man
- shot-put toe board
- discus ring

Skipping ropes (9 ft. individual ropes)
Skipping ropes (30 ft. long ropes)
Snowshoes (junior and senior) plastic
Soccer
- balls (indoor/outdoor)
- corner flags
- possession flags
- goals

Softballs (rubber, 12 inch)
Softball bats (wooden and aluminum)
Softball catcher's mask
Softball gloves (right/left)
Sports field lining chalk
Starting blocks
Starting pistol (32 calibre)
Stopwatches
Squash balls
Squash racquets
Table tennis paddles and balls
Table tennis table and nets
Tape measure (50 ft. or 100 ft.)
Team handball goals
Pinnies—universal size (yellow)
Pinnies—universal size (red)
Pinnies—universal size (blue)
Pinnies—universal size (green)
Pinnies—universal size (referee striped)
Portable locking ball carriers
Possession indicators
Tennis racquets
Tennis balls
Traffic cones (mini)
Traffic cones (18 inch)
Tug-of-war rope
Utility carts
Variety of balls (different textures and sizes)
Video camera
Volleyballs
Volleyball standards
- protection pads
- referee stand

Volleyball nets
Wall mats
Whistles
30 second clock

Gymnastic Equipment

Agility stools
Balance benches – (two with suede hooks to attach to climber)
Balance boxes
Box horse
Boxes of different heights
Crash mats
Foam incliners and logs
Landing mat (30.5 – 60.9 cm thick)
Mats—4 ft. by 6 ft., fold out with 4 interlocking sides
Mats—2 ft. by 4 ft., individual with no interlocking sides
Trapezoid mat
Trestle set
Vaulting board
Wrestling mats
Wrestling tape

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The ABCD's of physical education are represented by the following icons.

General Outcome A: Activity
Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

General Outcome B: Benefits Health
Students will understand, experience and appreciate the health benefits that result from physical activity.

General Outcome C: Cooperation
Students will interact positively with others.

General Outcome D: Do it Daily...For Life!
Students will assume responsibility to lead an active way of life.

The use of the icons on school related materials, to advocate for and communicate about the program, is appropriate. The following pages include templates that may be suitable for your purposes; e.g., newsletters, course outlines, school T-shirts, gymnasium walls.

Steps to putting icons on the wall:

1. Make a transparency from the enclosed hard copies.
2. Using an overhead projector, project images onto the wall.
3. Outline the figure and words on the wall, using a felt pen.
4. Fill in the outline. You may choose to use any colour.
5. Somewhere you may want to add the title Physical Education.

Activity

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Benefits Health

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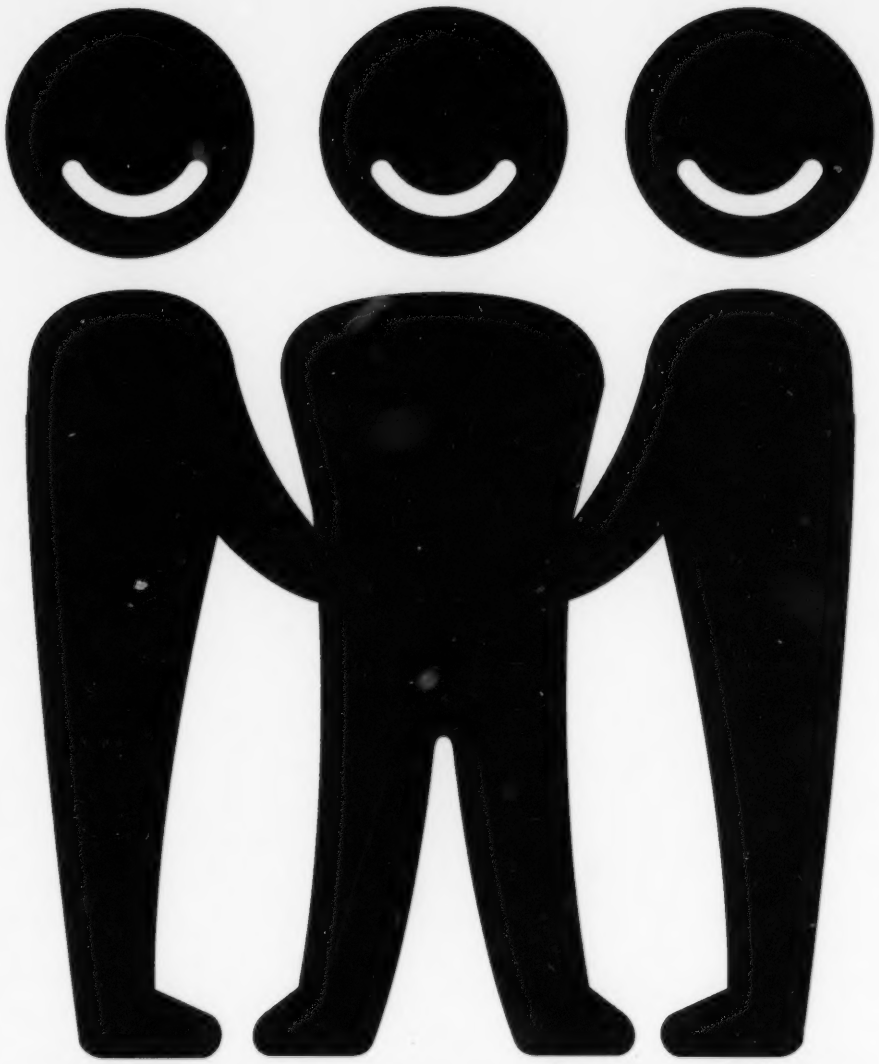

Cooperation

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Do it Daily...For Life!

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achievement – the demonstration of outcomes, or the progression of knowledge, skills and attitudes a student shows at a particular point in time

active living – is a way of life in which physical activity is valued and integrated into daily routines

active living in the community – the ability to identify, evaluate and use the resources within the community that facilitate active living

activity-specific motor skills – movement skills; specific to a particular activity; e.g., square dance: do-si-do, soccer: dribbling, aquatics: front crawl

alternative environment activities – activities that occur in environments outside the classroom/gymnasium; e.g., outdoor pursuits and aquatics

analytic rating scale – an evaluation tool of three or more points that illustrates how frequently a student demonstrates the criteria

application of basic skills – using basic skills in many different situations; e.g., running in basketball, cross-country racing or relay racing

assessment – the process of collecting information about student achievement and growth

attitude – a general predisposition or mental set with regard to any persons, beliefs or other entities

authentic assessment – collecting information about student achievement and growth, using activities that have relevance, value and meaning to students

basic skills – the building blocks/foundation upon which other movement skills are based. They are the prerequisites to activity-specific motor skills

body awareness – individual awareness of the parts of the body and how they work

body image – an individual's personal perception of one's body in relation to societal norms

cardio-respiratory endurance – the ability of the heart and lungs to sustain activity

checklist – a list of performance criteria for an activity upon which an observer determines the quality of student performance, using a scale that has only two points—yes or no

communication – the exchange of thoughts, messages or the like, as by speech, signals or writing; e.g., listening, speaking, nonverbal viewing

cool-down activities – the last stage of an activity program, consisting of activities to help return the heart rate to normal and prevent muscle soreness; e.g., stretching

creative movement process – a combination of exploring, selecting, performing and refining a variety of basic movement skills

criteria-related – describing a student's performance according to established criteria that are based on specific outcomes

developmentally appropriate practices – strategies that are used in delivering a program that are consistent with the developmental needs of the students

developmentally appropriate programs – programs that take into account such differences as age, body size, mental development, fitness level, skill level and previous movement experiences

dimensions – categories by which the activities are organized to address the outcomes of the physical education program of studies. The dimensions are: alternative environment, dance, games, types of gymnastics and individual activities

effort – the active use of physical or mental power to do something

endurance – the ability to participate continuously, for a period of time, in an activity that benefits the heart, lungs and circulatory system

etiquette – the formal or customary rules for conduct or behaviour

evaluation – a judgement regarding the quality, value or worth of a student response, product or performance, based upon established criteria

fair play – participating with integrity and respect for teammates, opponents, officials and rules

first-aid principles – the sequence of events that should be followed in any emergency situation

flexibility – the ability to move joints fully through a wide range of motion

force – the degree of effort or tension involved in a movement

formative assessment – ongoing assessment that provides information to guide instruction and improve student performance

functional fitness – the possession of the necessary fundamental components of fitness—endurance, strength and flexibility—to allow for comfortable and confident participation in a selected physical activity

general outcomes – broad statements that identify what students are expected to know and be able to do upon completion of a program

goal setting – a mechanism through which students can set and understand their limits and feel satisfied with their accomplishments

growth – evidence of positive change in student achievement over time

health benefits – acquiring the positive advantages associated with improved health

hip-hop dance – a dance form performed to hip-hop music that uses small, isolated body part movements that are repetitive and loose and that display attitude

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illustrative examples – the sample strategies, activities and ideas that help students to achieve the specific outcomes of the program of studies

leadership – intentional, positive influence on the lives and behaviour of others

locomotor skills – basic movement skills involving movement from place to place; e.g., hopping, jumping, walking

manipulative skills – movement skills associated with the ability to receive, project or maintain possession of an object with body parts or an implement; e.g., throwing, catching, kicking, dribbling, striking

modifying task – changing the variables that affect performance and the level of participation in a physical activity

movement concepts – body awareness, space awareness, effort and relationships

muscular endurance – the ability to perform repeated muscular contractions or hold a contraction for a period of time

muscular strength – the ability to contract muscles to overcome resistance and to exert force

nonlocomotor skills – basic movement skills involving movement that is performed from a relatively stable, stationary base; e.g., stretching, balancing, turning

norm referenced – describing a student's performance by comparing it to a normal group

observation – the process of watching and listening to children in action in order to assess their learning

personal challenge – a desire to improve personal performance and take appropriate risks to gain a challenging experience

physical fitness – the ability of the body to respond or adapt to the demands and stresses of physical effort

portfolio – a purposeful collection of products that exhibits to students and others the student's achievement and growth in the curriculum

principles of training – the three basic principles of progression, overload and specificity, which serve to help individuals design training programs for changes and improvement in personal functional fitness

proficiency – the mastery of skills

program of studies – the legal document in Alberta that prescribes the physical education program rationale and philosophy, and general and specific outcomes

qualities of movement – time, force, flow and relationships used in movement tasks or sequences

rationale – a philosophy or principle about learning that addresses the relevance of the curriculum content to the lives of students

rubric – an evaluation tool designed to lay out a continuum of quality from excellent to limited

safety	–	creating an environment where all are safe
self-assessment/ self-evaluation	–	process in which a student reflects on his or her own performance, thinking or learning
scull	–	propulsion created by symmetrical outward and inward movement of legs or arms; e.g., in skating, movement of legs outward then forcefully pulling legs together simultaneously
spatial awareness	–	individual awareness of personal and general space, directions, pathways, levels and planes
specific outcomes	–	statements that identify the component knowledge, skills and attitudes of a general outcome
stomp dancing	–	a percussive dance in which choreographed foot stomping and percussive actions create a heavy, rhythmic sound pattern
summative assessment	–	processes where the primary purpose is to measure or judge the extent of student learning relative to the specific outcomes
teamwork	–	the acting together of two or more people to make the work of the group successful and effective
tinikling	–	a culturally rhythmic dance performed with two seated people holding the ends of long bamboo poles. Poles are tapped together and then apart on the ground while a dancer moves appropriately across the poles in rhythm
warm-up activities	–	the first stage of an activity program, done to prepare the body for more sustained activity and to reduce the chance of injury
well-being	–	personal growth to maximize our potential—physically, mentally, emotionally and socially; being able to function and enjoy life, and having a personal zest for living

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